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ABSTRACT

Based on background research, interviews, and a public hearing held in Durango (Colorado) in March 1993, this report addresses issues regarding minority retention at Fort Lewis College in Durango and, to a lesser extent, at Adams State College in Alamosa. Due to limited information about Adams State College, none of the recommendations address that institution. The introduction examines demographics for minorities in higher education at the national level and in Colorado. In Colorado, minority participation in higher education follows national trends; rates of enrollment, persistence, and graduation are much lower for African Americans, Hispanics, and Native Americans than for Whites. The next two chapters describe aspects of Fort Lewis and Adams State Colleges respectively, including college history; enrollment, persistence, and graduation rates; minority faculty recruitment; campus and community attitudes; and student support services. Native American students make up 10% of the student body at Fort Lewis, while Hispanics comprise 25% of students at Adams State. The last chapter presents findings and recommendations. Despite commendable retention programs, persistence and graduation rates for Native Americans at Fort Lewis College are well below those of other racial groups at the school, and are approximately half those of Native American students in other Colorado institutions. Recommendations include a holistic approach by the school; enlistment of support from the student body, staff, and faculty; comprehensive cultural sensitivity training for faculty; efforts to recruit minority faculty; enlarged peer and career counseling programs; early recognition of academic successes; and efforts to reduce racial tensions on campus and in the community. (TD)

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The Retention of Minorities in Colorado Public Institutions of Higher Education: Fort Lewis and Adams State Colleges

Colorado Advisory Committee to the
U.S. Commission on Civil Rights

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January 1995

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A report of the Colorado Advisory Committee to the United States Commission on Civil Rights prepared for the information and consideration of the Commission. Viewpoints and recommendations in this report should not be attributed to the Commission, but only to the Advisory Committee or those persons whose opinions are quoted.

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The Retention of Minorities in Colorado Public Institutions of Higher Education: Fort Lewis and Adams State Colleges

Colorado Advisory Committee to the
U.S. Commission on Civil Rights

January 1995

A report of the Colorado Advisory Committee to the United States Commission on Civil Rights prepared for the information and consideration of the Commission. Viewpoints and recommendations in this report should not be attributed to the Commission, but only to the Advisory Committee or those persons whose opinions are quoted.

Letter of Transmittal

Colorado Advisory Committee to the
U.S. Commission on Civil Rights

Members of the Commission
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Cruz Reynoso, *Vice Chairperson*
Carl A. Anderson
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As part of its responsibility to assist the Commission in its factfinding function, the Colorado Advisory Committee submits this report of phase one of its project on the retention of minorities in Colorado public institutions of higher education. Members of the Advisory Committee who participated in the project approved the report by a vote of 11 to 0. The study is based on background research and interviews by the Committee members and staff and a public factfinding meeting conducted in Durango on March 4, 1993. Persons who provided information were given an opportunity to review relevant sections of the report and, where appropriate, their comments were incorporated.

The study was initiated by the Advisory Committee out of concern for the failure of minority graduation rates to keep pace with increasing minority; enrollment in post-secondary study during the past decade. This initial phase of the Committee's project focused primarily on Fort Lewis College, a 4-year institution in southern Colorado, where there is a high concentration of Hispanics and Native Americans. The college is especially attractive to Native Americans, in part because it is required by statute to waive tuition charges for their education. Information is also included in the report regarding Adams State College in Alamosa, where the predominant minority student group is Hispanic.

The Advisory Committee noted that a large proportion of racial and ethnic minority students at Fort Lewis College are Native Americans, with Hispanic students accounting for less than 4 percent of the school's enrollment. Graduation rate goals set by the Colorado Commission on Higher Education are achieved in large part by Native American graduates, most of whom come from out of State. The Committee encourages the school to maintain its efforts to enroll and graduate Native Americans, while admitting a greater number of at-risk students from rural communities in southern Colorado which have high Native American and Hispanic concentrations.

Despite commendable retention programs, persistence and graduation rates for Native American students at the Fort Lewis College are well below those of other racial and ethnic groups at the school, and are approximately half of the rates for Native American students in other Colorado institutions. Among recommendations put forth in the report, the Advisory Committee suggests a holistic approach by the school to minority retention, and the enlistment of support from the entire student body and each individual staff and faculty member. It also recommends comprehensive cultural sensitivity training for all faculty, continued efforts to recruit minority faculty, enlarged peer and career counseling programs, and the initiation of short term programs designed to build confidence by early recognition of academic success. Specific efforts to reduce racial tensions on campus and in the Durango community were also among the Committee's recommendations.

The Advisory Committee urges the Commission to accept this report and to follow up issues raised in the study by including them in national studies.

Respectfully,

Gwendolyn A. Thomas

Gwendolyn A. Thomas, *Chairperson*
Colorado Advisory Committee

ERRATUM

Colorado Advisory Committee member Dr. Mary Jean Moseley did not participate in this project because she is a member of the faculty of Fort Lewis College. This fact should have been included below the list of members of the Colorado Advisory Committee to the U.S. Commission on Civil Rights.

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Acknowledgments

The Colorado Advisory Committee wishes to thank Commission staff for help in the preparation of this report. The project and report were completed under the direction of William F. Muldrow, Director of the Rocky Mountain Regional Office. Evelyn S. Bohor provided essential support services, Bernard J. Murillo reviewed the report for legal sufficiency, and Gloria Hong Izumi provided editorial assistance and prepared the report for publication.

Preface

The Colorado Advisory Committee to the U. S. Commission on Civil Rights is charged with assisting the Commission in its factfinding, investigative, and information dissemination functions. In keeping with this responsibility, the Advisory Committee has undertaken a study of the retention of minorities in Colorado public institutions of higher education. Information gathered in the first phase of this project is summarized in this report. It is chiefly concerned with issues and developments regarding minority retention at Fort Lewis College in Durango, and to a lesser extent, at Adams State College in Alamosa. Due to the limited nature of the information in the report about Adams State College, none of the Advisory Committee's recommendations are addressed to that institution.

Fort Lewis and Adams State Colleges are of special interest because of their location in southern Colorado where there is a high Hispanic population concentration and several Indian reservations. For historical and other reasons, Fort Lewis College attracts large numbers of Native American students, and the program at Adams State College appeals to many Hispanic students. The two schools provide some interesting contrasts and insights into the needs of minority students and programs designed to meet them. The second and final phase of the project to be conducted at a later time will approach the subject from a broader, statewide perspective.

Throughout the project, effort has been made to obtain accurate and factual data and to hear from persons with varying perspectives, responsibilities, and experiences related to the topic. The information-gathering process culminated in a public factfinding meeting in Durango on March 4, 1993. Twenty-one individuals participated in that meeting including school administrators, faculty, Native American tribal representatives, program directors, and students.[1] Other information was obtained through staff interviews, published and unpublished reports, and from material submitted by agencies and organizations cited in the report.

Though this report presents issues, statistics, and observations regarding the retention of minority students in Colorado public institutions of higher education, it is not intended to be an exhaustive study of the subject. It will, however, identify areas of concern and heighten public awareness of retention policies and programs.

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1 Participants in the factfinding meeting were:
Joel Jones, president, Fort Lewis College; William Langworthy, vice president for academic affairs, Fort Lewis College; Lawrence Gomez, dean of students affairs, Adams State College; Eugene Naranjo, executive director, Southern Ute Indian Tribe; Lee Briggs, education director, Southern Ute Indian Tribe; Yolanda Rossi, director of higher education, Ute Mountain Ute Tribe; Maria Samora, student, Fort Lewis College; Vernon Willie, student, Fort Lewis College; Linda Baker Rohde, student, Fort Lewis College; Omnia El-Hakim, associate professor of civil engineering, Fort Lewis College; Leonard Atencio, professor of economics and advisor for the Hispanic Student Organization; Jeff Ball, president of student body, Fort Lewis College; Ronald Felix, president of the Indian Student Club, Fort Lewis College; Delilah Orr, instructor of English , Fort Lewis College; Clifford Capp, assistant professor of mathematics, Fort Lewis College; Robert Lundquist, director of the Learning Assistance Center, Fort Lewis College; William Bolden, director of housing/residence life, Fort Lewis College; John Condie, assistant professor of biology, Fort Lewis College; Terra Anderson, director of affirmative action, Fort Lewis College; Roger Peters, director of assessment, Fort Lewis College; and Debi Nunes, student, Fort Lewis College.

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1. Introduction

The National Picture

It is encouraging to note the increased participation in postsecondary study by minorities during the past decade. For example, in a survey that, unfortunately, did not include American Indians or Asians because of the small sample, the American Council on Education (ACE) reported (table 1.1) that the percentage of African Americans 18 to 24 years old who graduated from high school and enrolled in college increased from 28.0 to 33.8 percent from 1982 to 1992. Representation during this time period for Hispanics in this category increased from 29.2 to 37.1 percent. This was the highest rate of participation by both groups in 20 years. However, both of these minority groups continued to lag behind whites whose participation rate was 42.2 percent in 1992.

The ACE also reported that during the 1982–1992 time period, the percentage of 18- to 24-year-old minority students who were high school graduates and enrolled in college increased by 53.6 percent (table 1.2) compared to an increase in white student enrollment of only 8.7 percent. Table 1.3 shows that in 1992 the percentage of all minority students in higher education, except African American, actually exceeded their proportion in the general population.

The number and percentages of bachelor degrees also showed encouraging increases for minorities during the decade between 1981 and 1992. Table 1.4 shows that the number of Hispanic students receiving bachelor degrees increased by 67.7 percent. African Americans, however, gained only 7.7 percent, an increase that was attributed almost entirely to a 13.4 percent increase in degrees awarded to African American women.[1] Despite these gains, the percentage of degrees awarded in 1991 to each of the four minority groups was still well

TABLE 1.1
College Participation Rates Nationally for 18- to 24-Year-Old High School Graduates by Race and Ethnicity, 1982 and 1992

	Percent enrolled in college	
	1982	1992
All races	33.0	41.9
White	33.1	42.2
African American	28.0	33.8
Hispanic*	29.2	37.1

Source: Compiled from information provided by the American Council on Education, *Minorities in Higher Education*, 1993, table I, pp. 44, 45. These data are based upon the Bureau of the Census, *1992 Current Population Survey*. Asian American and American Indians are not included because the survey sample is too small to provide reliable estimates.

*Hispanic may be of any race.

1 American Council on Education, *Minorities in Higher Education*, Twelfth Annual Status Report, 1993 (hereafter cited as *Minorities in Higher Education*), p. 15.

TABLE 1.2
Change in Total Enrollment Nationally in Institutions of Higher Education by Race and Ethnicity, 1982 to 1992

	All institutions Percent change	Four-year institutions Percent change	Two-year institutions Percent change
All students	17.0	14.6	20.7
White	8.7	7.0	11.7
Total minority	53.6	55.1	52.0
African American (non-Hispanic)	26.5	29.2	23.1
Hispanic	83.8	79.0	87.3
Asian American	98.6	111.4	82.9
American Indian	35.2	41.0	30.6
Nonresident alien	38.4	32.2	63.9

Source: Compiled from information provided by the American Council on Education, *Minorities in Higher Education*, 1993, table 3, p. 50.

TABLE 1.3
National Population and Total Enrollment in Institutions of Higher Education by Race and Ethnicity

	1990 National population (%)	1992 Enrollment (%)
All institutions	–	100.0
White	83.1	75.0
Total minority	20.3	21.8
African American	11.7	9.6
Hispanic	6.5	6.6
Asian American	1.5	4.8
Native American	0.6	0.8
Nonresident alien	–	3.2

Source: Compiled from information provided by the American Council on Education, *Minorities in Higher Education*, table 3, p. 50, 1993. Bureau of the Census, *Statistical Abstract of the United States, 1992*, table 16, p. 17.

TABLE 1.4
Bachelor Degrees Nationally by Race and Ethnicity

	1981		1991		Percent change
	No.	Percent	No.	Percent	1981-1991
All students	934,800	100.0	1,081,280	100.0	15.7
White*	807,319	86.4	904,061	83.6	12.0
Total minority	104,892	11.2	148,085	13.7	41.2
African American*	60,673	6.5	65,338	6.0	7.7
Hispanic	21,832	2.3	36,612	3.4	67.7
Asian American	18,794	2.0	41,622	3.8	121.5
American Indian	3,593	0.4	4,513	0.4	25.6
Nonresident alien	22,589	2.4	29,134	2.7	29.0

* Non-Hispanic
Source: Compiled from information provided by the American Council on Education, *Minorities in Higher Education*, table 9, p. 55, 1993.

TABLE 1.5
College Persistence Rates Nationally for 1989-90 Beginning Postsecondary Students by Race/Ethnicity, Spring 1992

	Three-year persistance rate (percent)	Three-year degree attainment rate (percent)
Total	41	18
African American	31	21
American Indian	27	16
Asian American	63	12
Hispanic	40	16
White	41	18

Source: Data from U. S. Department of Education, National Center for Education Statistics, *Persistence and Attainment Education for Beginning AY 1989-90 Students as of Spring 1992*, as furnished in the American Council of Education 12th Annual Status Report, *Minorities in Higher Education*, 1992, table 24.

below their proportion in the general population.

The retention of minority students who enroll in college is not as encouraging. The American Council on Education reports that African American, Hispanic, and American Indian students withdraw from college before graduation at much higher rates than their white counterparts. Asian Americans are the exception.[2] Table 1.5 shows that 3 years after enrolling, only 43 percent of American Indians had obtained a certificate or degree, or remained in college. This compares with 59 percent for white students, 52 percent for African American students, 56 percent for Hispanic students, and 75 percent for Asian students.

Another indicator of the retention of students in higher education is the graduation rate. Table 1.6 shows 6-year completion rates for full-time, degree-seeking students who entered Division I National Collegiate Athletic Association (NCAA) institutions in 1983–84, 1984–85, and 1985–86. The 6-year completion rates for all minority groups, except Asian Americans, were considerably lower than the 56 percent rate for white students.

TABLE 1.6
Graduation Rates at National Collegiate Athletic Association (NCAA) Division I Institutions by Race and Ethnicity, 1993

	Six-year completion rate (percent)
Total	54
African American	32
American Indian	30
Asian American	63
Hispanic	41
White	56

Note: Graduation rates are for full-time, degree-seeking students at 298 NCAA Division I institutions. Six-year completion rates are averages for all students who entered in 1983-84, 1984-85, and 1985-86.
Source: Data from the National Collegiate Athletic Association, *Division I Graduation Rates Report*, 1993, as furnished in the American Council of Education 12th Annual Status Report, *Minorities in Higher Education*, 1993, table 26.

2 *Minorities in Higher Education*, p. 28.

The Colorado Scene

In Colorado, minority participation in higher education follows national trends, as indicated by enrollment, persistence, and graduation rates. Statistics gathered and analyzed by the Colorado Commission on Higher Education (CCHE) by and large confirm this, and the commission observes that in Colorado, as in the Nation as a whole, rates in these three categories for African American, Hispanic, and Native American minorities are much lower than for whites.[3]

Table 1.7 shows a steady increase in enrollment from 1986 to 1990 in Colorado public institutions of higher education in every category of minority students as well as white students. However, all minority groups, except Asians, are drastically underrepresented when compared to their minority group percentage in the general population (table 1.8). Blacks, for example, were 4.0 percent of the State population in 1990, but their proportion of enrolled students ranged from 2.2 percent in 1986 to 2.7 percent in 1990. Enrolled non-Hispanic white students almost exactly match their proportion in the population. In 1992 about 24 percent of college-age Coloradans were minorities, but only 17.5 percent of the State's college students were ethnic minorities.[4]

The increased enrollment by the various racial/ethnic groups in Colorado public institutions of higher education during the 4-year period from 1986 to 1990 is not, however, matched by significant increases in the awarding of baccalaureate degrees (table 1.9). The rate at which Asian and Hispanic students received bachelor degrees during this period shows a very slight improvement, but for blacks, Native Americans, and whites, there is no discernable increase.

Table 1.10 shows graduation rates for Colorado students in the entering classes of 1986, 1987, 1988, and 1989 at the end of 4-, 5-, and 6-year periods. For all of these four entering classes, surprisingly few students from any racial or ethnic group had graduated by the end of 4 years, and the percentage who did graduate within that time declined with each successive class. Whites and Asians graduated at a higher rate than any other racial/ethnic category of students, but even so, the highest 4-year graduation rate for these two groups was 22.6 percent for Asians and 20.9 percent for whites. The 4-year graduation rates for the other three minority groups were drastically lower. For Hispanics, these graduation rates, though less than half of those for whites and Asians, were slightly better than those for blacks or Native Americans. Only 3.7 percent of black students in the fall entering class of 1987 had graduated at the end of 4 years, and only 32.9 percent had graduated at the end of 6 years. For Native Americans in that entering class, 9.5 percent had graduated by the end of 4 years and 25.4 percent at the end of 6 years. These figures compared to a 19.5 percent 4-year graduation rate and a 53.9 percent 6-year graduation rate for white students.

Except for Asian students, the 6-year graduation rates for Colorado students in all racial and ethnic groups of the entering fall class of 1987 are significantly lower than the 6-year graduation rates of racial and ethnic students nationally in NCAA Division I institutions (table 1.6). However, the same relative pattern holds nationally as it does in Colorado in that a much higher proportion of Asian and white students graduate within 6 years than do black, Native American, or Hispanic students.

Persistence rates for first-time, full-time students in bachelor programs in Colorado institutions of higher education follow much the same pattern as graduation rates. Black, Native American, and Hispanic students

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3 Colorado Commission on Higher Education, *Persistence and Completion Rates, Colorado Public Higher Education, Fall 1986 Through Fall 1990*, November 1991, p. v.

4 "Culture Main Hurdle for Minorities on Campus," *Denver Post*, Mar. 12, 1992.

TABLE 1.7
Total Head Count Fall Term Enrollment for Colorado Public Institutions of Higher Education by Race/Ethnicity, 1986-1990

Fall term	Total* No.	Total* %	Black non-Hispanic No.	Black non-Hispanic %	Native American No.	Native American %	Asian No.	Asian %	Hispanic No.	Hispanic %	White non-Hispanic No.	White non-Hispanic %
1986	150,205	100.0	3,379	2.2	1,190	0.8	3,332	2.2	8,479	5.6	118,043	78.6
1987	159,805	100.0	3,558	2.2	1,277	0.8	3,471	2.2	9,683	6.1	126,393	79.1
1988	165,768	100.0	3,764	2.3	1,441	0.9	3,590	2.2	11,057	6.7	131,733	79.5
1989	178,599	100.0	4,493	2.5	1,621	0.9	4,029	2.3	12,456	7.0	142,326	79.7
1990	187,250	100.0	5,030	2.7	1,917	1.0	4,369	2.3	14,292	7.6	150,391	80.3

*Students whose race/ethnicity are unknown and nonresident aliens are included in the total.

Source: Colorado Commission on Higher Education, *Status of Diversity in Colorado Public Higher Education, 1986-1990, Jan. 1992*, tables 1 and 2, p. 5.

TABLE 1.8
1990 Profile of Population in Colorado

	Number	Percent
All persons	3,294,394	100.0
White	2,905,474	88.2
White (non-Hispanic)	2,658,945	80.7
Black	133,146	4.0
American Indian	27,776	0.8
Asian	59,862	1.8
Other race	168,136	5.1
Hispanic origin (any race)	424,302	12.9

Source: U.S. Department of Commerce, Bureau of the Census, *General Population Characteristics: Colorado, 1990 Census of Population*, CP-1-7, table 4, p. 10.

TABLE 1.9
Bachelor Degrees Conferred in Colorado Public Institutions of Higher Education By Race and Ethnicity, 1986-1990

Year	Total* No.	Total* %	Black non-Hispanic No.	Black non-Hispanic %	Native American No.	Native American %	Asian No.	Asian %	Hispanic No.	Hispanic %	White non-Hispanic No.	White non-Hispanic %
1986	13,042	100.0	172	1.3	73	0.6	272	2.1	522	4.0	11,208	85.9
1987	12,949	100.0	192	1.5	75	0.6	288	2.2	483	3.7	11,153	86.1
1988	13,016	100.0	186	1.4	93	0.7	335	2.6	534	4.1	11,080	85.1
1989	13,292	100.0	176	1.3	84	0.6	308	2.3	578	4.3	11,344	85.3
1990	14,126	100.0	208	1.5	92	0.7	380	2.7	618	4.4	12,046	85.3

*Students whose race/ethnicity are unknown and nonresident aliens are included in the total.

Source: Colorado Commission on Higher Education, *Status of Diversity in Colorado Public Higher Education, 1986-1990, Jan. 1992*, table 14, p. 19.

Table 1.10
Graduation Rates for First-Time, Full-Time Students Entering Bachelor Programs at Colorado Public Institutions*

ENTERING FALL CLASS

Ethnicity	1986 Total no. students	1986 Percent after 4 yrs.	1986 Percent after 5 yrs.	1986 Percent after 6 yrs.	1987 Total no. students	1987 Percent after 4 yrs.	1987 Percent after 5 yrs.	1987 Percent after 6 yrs.	1988 Total no. students	1988 Percent after 4 yrs.	1988 Percent after 5 yrs.	1988 Percent after 6 yrs.	1989 Total no. students	1989 Percent after 4 yrs.	1989 Percent after 5 yrs.	1989 Percent after 6 yrs.
Black	251	7.6	20.3	25.9	267	3.7	19.1	32.9	330	6.1	22.1	—	349	6.9	—	—
Native Amer.	162	5.6	16.0	21.0	163	9.5	22.5	25.4	197	6.1	18.2	—	189	6.3	—	—
Asian	393	22.6	44.8	52.2	445	20.0	45.1	53.3	509	14.6	40.6	—	485	12.6	—	—
Hispanic	824	10.7	29.4	37.5	939	10.6	28.5	38.1	1,078	8.5	27.9	—	1,133	7.8	—	—
White	9,997	20.9	46.7	55.2	11,045	19.5	45.2	53.9	1,114	19.1	45.8	—	10,933	18.6	—	—
All†	11,784	19.8	44.4	52.7	13,019	18.4	43.0	51.7	13,412	17.6	43.1	—	13,287	16.8	—	—

* Includes students who transferred to other institutions before receiving their degree.

† Totals for all students in entering fall classes includes those whose race/ethnicity was not reported, and nonresident aliens.

Source: Compiled from information provided by the Colorado Commission on Higher Education, January 1994.

leave school before graduation at a much higher rate than do white or Asian students. Hispanic students do better than black and Native American students. Table 1.11 shows, for example, that from the fall entering class of 1986, only 32.1 percent of Native American students remained after 6 years, compared to 40.6 percent for black students, 52.3 percent for Hispanic students, 59.8 percent for Asian students, and 64.3 percent for white students. This table also shows, however, that there seems to be some small improvement for the successive entering classes of 1986, 1987, and 1988 in the rate at which students of every racial and ethnic category stayed in school. For example, the 4-year persistence rate for Native Americans in the 1986 entering class was 36.3 percent, and for the entering class of 1988 it was 38.1 percent.

Colorado Minority Graduation Rate Goals

Out of concern for the underrepresentation of ethnic minorities in postsecondary education, compared with their percentage in the general population and of Colorado high school graduates, and to increase the participation and success of minority students in college, the Colorado Commission on Higher Education (CCHE) established a goal to increase the statewide college graduation rate of ethnic minorities to 18.6 percent by the year 2000. That percentage was set as a goal to equate with the 1988–89 Colorado high school graduation rate for ethnic minorities. Blacks, Native Americans, Asians, and Hispanics made up almost 14 percent of the graduates from Colorado public institutions of higher education in 1992–93. The year-2000 goal for each individual institution is geared to the high school graduation rate for its particular service area. Each college sets its own annual goal for the percentage of minorities who will graduate in order to reach the final year-2000 goals.[5]

Institutions that do not meet their annual goals must submit a plan to the CCHE detailing their strategies to meet future annual goals, and dedicate a specified percentage of their State appropriation to this purpose, which is in excess of current funding for minority success. The financial amount is determined by the percentage of goal reached. Table 1.12 shows graduation/transfer rate goals for each Colorado public institution of higher education and the rate actually achieved in fiscal year 1993. Only three institutions did not meet their 1992–93 goals, the University of Colorado at Denver, the University of Southern Colorado, and the Trinidad State Junior College.[6]

Factors in Minority Student Attrition

Numerous efforts have been made to identify reasons for the large disparity in the attrition of black, Native American, and Hispanic higher education students from those for their white and Asian counterparts, and to remedy the problems. In their 1993 annual report, the American Council on Education summarized the conclusions from research that has been conducted by a wide variety of individuals and organizations.[7]

The reduced availability of financial support was frequently cited as the primary reason for underrepresented racial and ethnic minority students withdrawing from college. It was found, for example, that among African American students at 4-year institutions, unaided students withdrew from college at a rate twice that of financially aided students. Opportunities to pursue higher education were found to be diminishing for all low-income

5 Colorado Commission on Higher Education, "Colorado Higher Education Ethnic Minority Graduation Goals," information bulletin, Dec. 2, 1993.

6 Ibid.

7 *Minorities in Higher Education*, pp. 28–38.

TABLE 1.11
Persistence/Completion Rates for First Time, Full Time Students Entering Bachelor Programs at Colorado Public Institutions*

ENTERING FALL CLASS

Ethnicity	1986 Total no. students	1986 Percent after 4 yrs.	1986 Percent after 5 yrs.	1986 Percent after 6 yrs.	1987 Total no. students	1987 Percent after 4 yrs.	1987 Percent after 5 yrs.	1987 Percent after 6 yrs.	1988 Total no. students	1988 Percent after 4 yrs.	1988 Percent after 5 yrs.	1988 Percent after 6 yrs.
Black	251	46.6	38.2	40.6	267	44.9	41.6	–	330	47.6	–	–
Native American	162	36.3	33.3	32.1	163	40.8	38.5	–	197	38.1	–	–
Asian	393	65.4	62.6	59.8	445	67.6	64.0	–	509	66.8	–	–
Hispanic	824	55.0	51.5	52.3	939	53.7	52.7	–	1,078	55.3	–	–
White	9,997	62.9	63.9	64.3	11,045	61.5	61.8	–	1,114	63.7	–	–
All†	11,784	61.5	61.8	62.2	13,019	60.3	60.2	–	13,412	62.1	–	–

* Persistence/completion rates include students who were still enrolled at some Colorado public institution of higher education, and those who completed a baccalaureate degree or a 2-year degree or certificate at a Colorado public institution.

† Totals for all students in entering fall classes includes those whose race/ethnicity was not reported, and nonresident aliens.

Source: Compiled from information provided by the Colorado Commission on Higher Education, January 1994.

TABLE 1.12
Annual Minority Graduation/Transfer Rates and Goals for Colorado Institutions of Higher Education

Institution	Average rate for FY 91, 92, & 93	FY 1993 goal	FY 1993 actual rate	Year 2000 goal
ASC	24.27%	21.7%	21.7%	21.7%
MESA	6.53	6.3	6.3	13.2
MSCD	13.83	13.7	13.7	21.2
WSC	6.08	5.5	6.5	18.6
CSM	9.42	9.4	9.4	18.6
UNC	7.27	7.5	8.0	18.6
UCB	10.51	8.9	11.9	18.6
UCCS	9.11	8.8	10.0	18.4
UCD	14.22	14.4	13.8	21.2
UCHSC	13.64	11.0	18.6	18.6
CSU	6.87	7.4	8.1	18.6
FLC	12.66	8.4	14.0	18.6
USC	22.78	23.5	22.5	29.2
LCC	15.94	12.1	15.4	16.7
MCC	9.46	8.6	8.8	8.8
METRO C	—	13.0	17.4	20.4
OJC	30.32	20.0	32.0	34.0
PCC	31.12	30.0	30.0	31.0
PPCC	16.91	16.7	17.8	17.8
TSJC	34.67	39.0		52.9

Institutional abbreviations are as follows:

ASC	Adams State College
CSM	Colorado School of Mines
CSU	Colorado State University
FLC	Fort Lewis College
LCC	Lamar Community College
MCC	Morgan Community College
MESA	Mesa State College
METRO C	Denver Metro Area Community Colleges
MSCD	Metropolitan State College of Denver
OJC	Otero Junior College
PCC	Pueblo Community College
PPCC	Pikes Peak Community College
TSJC	Trinidad State Junior College
UCB	University of Colorado at Boulder
UCCS	University of Colorado at Colorado Springs
UCD	University of Colorado at Denver
UCHSC	University of Colorado Health Sciences Center
UNC	University of Northern Colorado
USC	University of Southern Colorado
WSC	Western State College

Source: Colorado Commission on Higher Education, "Affirmative Action Goals," a discussion bulletin, Dec. 2, 1993.

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students, a high percentage of whom are racial and ethnic minorities.[8] However, research has also shown that students of color who receive financial aid still drop out of college at higher rates than their white counterparts.[9] One study has pointed out that some aspects of financial problems, as well as other personal problems such as family emergencies, and major life decisions such as marriage or childbearing, may not fall within the scope of campus influence. However, the authors pointed out that a significant part of a student's financial difficulties may involve fiscal management and can be addressed and influenced by an effective retention program.[10]

Quality interaction with faculty is seen as another factor of importance in determining minority student persistence. The American Council on Higher Education believes this to be more important than any other factor.[11] Especially on predominantly white campuses, minority student involvement with faculty has been shown to be considerably less than that with majority students.[12] A publication of the Western Interstate Commission on Higher Education (WICHE) reports that one of the three principal reasons why institutions have had so little success in retaining minority students is that only small percentages of faculty and staff are expected to give special attention to at-risk minority students.[13]

Involvement of individual faculty members with students is related to faculty composition, and the literature is clear on the importance of having significant minority representation within the permanent faculty and in prominent administrative positions.[14] Institutions employing minority persons in positions of leadership send a clear indication of the importance they attach to cultural diversity and of the availability of qualified minority people at all levels of institutional activity.[15] Table 1.13 shows that since 1986 there has been a slow but steady increase in the proportion of full-time minority faculty in Colorado public institutions of higher education. In 1992 this was 10.5 percent. In 1990 there was 1 full-time minority faculty member for every 75 minority students (table 1.7).

Academic preparation is also identified as a central barrier for minority student achievements and persistence, and integrated, comprehensive support services are seen as vital to reducing attrition.[16] Proactive and supportive intervention and quality teaching are keys to reaching minority students who may be unaware of their needs, or of the resources available, and are less likely to seek out and use tutorial and learning assistance programs than majority students.[17]

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8 Ibid., p. 35.

9 Ibid.

10 Genevieve M. Ramirez and Paul Thayer, "Minority Students on Campus," in *A Crucial Agenda*, Morgan Odell and Jere J. Mock, editors, Western Interstate Commission on Higher Education, Boulder, CO, July 1989, (hereafter cited as *A Crucial Agenda*), pp. 43–44.

11 *Minorities in Higher Education*, p. 33.

12 Ibid.

13 *A Crucial Agenda*, p. vii.

14 Genevieve M. Ramirez and Paul Thayer, *A Crucial Agenda*, p. 47.

15 Richard C. Richardson, Jr., and Alfredo G. de los Santos, Jr., "Ten Principles for Good Institutional Practice in Removing Race/Ethnicity as a Factor in College Completion," *A Crucial Agenda*, p. 73.

16 *A Crucial Agenda*, p. vii; and *Minorities in Higher Education*, p. 37.

17 Ramirez and Thayer, *A Crucial Agenda*, p. 41; and *Minorities in Higher Education*, p. 33.

TABLE 1.13
Full-Time Faculty in Colorado Public Institutions of Higher Education by Race/Ethnicity, 1988-1990

Fall of year	Black		Native American		Asian		Hispanic		All minorities		White		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1986	68	1.2	23	0.4	129	2.4	145	2.7	365	6.7	5,104	93.3	5,469	100.0
1987	72	1.3	24	0.4	164	2.9	162	2.9	422	7.4	5,246	92.6	5,668	100.0
1988	73	1.2	26	0.4	157	2.7	180	3.0	436	7.4	5,472	92.6	5,908	100.0
1989	85	1.4	27	0.4	183	3.0	183	3.0	478	7.9	5,573	92.1	6,051	100.0
1990	90	1.4	30	0.5	209	3.3	214	3.4	543	8.5	5,822	91.5	6,365	100.0
1991	112	1.6	3	0.5	248	3.6	231	3.4	625	9.2	6,180	90.8	6,805	100.0
1992	122	1.7	43	0.6	287	4.1	284	4.0	736	10.5	6,294	89.5	7,030	100.0

*Students whose race/ethnicity are unknown and nonresident aliens are included in the total.

Source: Information supplied by Geralyn Reinardy, public relations officer, Colorado Commission on Higher Education, May 13, 1994.

2. Fort Lewis College

College History and Affirmative Action Policy

A military post established in 1878 at Pagosa Springs evolved from a containment to a camp, and, finally, to a fort that was named for Lt. Col. William H. Lewis, who had been mortally wounded in a September 1878 engagement against the Cheyenne Indians in Kansas, and was cited for gallantry and meritorious service in the 1862 New Mexico campaign.[1] The fort was moved in 1880 to Hesperus along the La Plata River to provide better protection for the Four Corners region.[2] By 1890 this protection was no longer needed, and on May 28, 1891, Fort Lewis was abandoned as a military post.[3]

That year, Congress authorized the use of unoccupied military posts as schools for Indians and, as a result, Fort Lewis Indian School was organized in March 1892. It continued as a school until 1910 when the United States built more reservation schools, and off-reservation schools such as Fort Lewis were no longer needed.[4] On April 4, 1910, Fort Lewis, including mineral rights to 6,318 acres of land, was offered to the State of Colorado by the Federal Government with the condition that:

> lands and buildings shall be held and maintained by the State of Colorado as an institute of learning, and that Indian peoples shall at all times be admitted to such school free of charge for tuition and on terms of equality with white peoples . . . .[5]

Fort Lewis School opened in 1911 with high school courses in agriculture. In 1927 the school began offering college courses, and in 1933 high school courses were dropped.[6] Operated as a branch of Colorado State University until 1948, the school then became independent and was named Fort Lewis A and M School. In order to increase enrollment and lower student costs, it was moved from Hesperus to Durango in 1956. In 1963 it became a 4-year school under the name of Fort Lewis College (FLC).[7]

In 1971 the Colorado legislature passed House Bill No. 1452, which limited tuition waivers at the college to Colorado Indian students. The U.S. Department of Justice brought suit contesting the bill, and the courts ruled in 1973 that the State was obligated to pay tuition for all Indian students.[8] William Langworthy, vice president for academic affairs, reported that FLC is only one of two conventional public institutions of higher education that offer free tuition for all Native Americans regardless of State residence. "We

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1 For a comprehensive history of Fort Lewis College see Duane A. Smith, *Sacred Trust: The Birth and Development of Fort Lewis College*, University Press of Colorado, 1991 (hereafter cited as *Sacred Trust*).

2 *Intertribal News*, Feb. 29, 1988. The Four Corners region includes Arizona, Colorado, New Mexico, and Utah.

3 Ibid.

4 Ibid.

5 Ibid.

6 Ibid.

7 Ibid.

8 Ibid.; and *Sacred Trust*, p. 116.

take pride in that," he said. "It is a tradition we honor, and a legal mandate."[9]

Increasing Indian student enrollment, which resulted in a larger percentage of Native American student enrollment than any other State-supported college or university in Colorado, has created financial problems for the school. The school, however, has announced its commitment to a strong Indian program and set as an objective "to serve students of diverse linguistic, cultural, and economic backgrounds and to prepare all students for living and working in a culturally pluralistic society."[10] The FLC mission statement includes the following affirmation:

> Our ethnic and regional heritage must be reflected in the make-up of our student body, in our special programs, and in our curriculum. Because of terms established in the original charter of the College, we have an honored tradition of providing tuition-free education for American Indian students. The College will continue to enhance educational opportunities for other minority groups, especially those originating in the Southwest.[11]

Joel Jones, who has served as FLC president for 5 years, said that before he was hired as president, this historical commitment to Native American education is what attracted him to Fort Lewis.[12]

In 1972, recognizing the underrepresentation of minorities and women on staff and due to government insistence, the college implemented an affirmative action plan with a director to oversee it.[13] The present edition states that the plan applies to all students and employees of the college, and to all programs administered by the college. It also affirms the school's commitment "to base decisions on . . . admission, academic advising, and participation in all programs at FLC as to further the principles of equal opportunity."[14]

Enrollment, Persistence, and Graduation Rates

Table 2.1 contains statistics showing a steady increase in the number of minorities at FLC since 1980 and an increase in their percentage of the total enrollment. Most of the increased minority enrollment has been Native American. Through the years, they have always been the largest minority group on campus and their proportion of the student body has steadily grown. Their number increased from 170, or 55.9 percent of the minority student population in 1980, to 411 or 64.3 percent of the minority student population in 1992. In 1992 Native Americans were 10.0 percent of the student body, compared to 0.6 percent for black students, 3.9 percent for Hispanic students, and 1.1 percent for Asian students. Except for Native Americans, the proportion of students from all minority groups in the student body falls much below their percentage in the State population (table 1.8). In 1992, 3.9 percent of the students were Hispanics, whereas in 1990 they made up 12.9 percent of the State population. Black students were 0.6 percent of the student body and 4.0 percent of the State population.

Though they are the predominant minority group enrolled at FLC, Native Americans have the highest rate of attrition. Table 2.2 provides comparative persistence/completion rates for first-time, full-time students enrolling in bachelor programs at the college in the

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9 Transcript of the proceedings of the Colorado Advisory Committee to the U.S. Commission on Civil Rights fact-finding meeting held in Durango, CO, Mar. 4, 1993 (hereafter cited as *Transcript*), p. 15.

10 *Sacred Trust*, pp. 116–17.

11 *Fort Lewis College Catalog*, 1992–93, p. 9.

12 *Transcript*, p. 8.

13 *Sacred Trust*, p. 117.

14 *Fort Lewis College Affirmative Action Handbook*, Sept. 1991, p. 1.

TABLE 2.1
Fort Lewis College Student Enrollment by Race/Ethnicity, 1980-1992

Year	Total enrollment		Black		Hispanic		Asian		Native American		Total minorities	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1980	3,269	100.0	10	0.3	115	3.5	9	0.3	170	5.2	304	9.3
1981	3,323	100.0	14	0.4	108	3.3	12	0.4	175	5.3	309	9.3
1982	3,529	100.0	11	0.3	131	3.7	17	0.5	208	5.9	367	10.4
1983	3,685	100.0	8	0.2	111	3.0	15	0.4	251	6.8	385	10.4
1984	3,708	100.0	18	0.5	104	2.8	17	0.5	299	8.1	438	11.8
1985	3,697	100.0	24	0.6	116	3.1	13	0.4	256	6.9	409	11.1
1986	3,606	100.0	22	0.6	122	3.4	21	0.6	287	8.0	452	12.5
1987	3,738	100.0	25	0.7	146	3.9	23	0.6	319	8.5	513	13.7
1988	3,842	100.0	25	0.7	154	4.0	29	0.8	340	8.8	548	14.3
1989	3,984	100.0	12	0.3	150	3.8	26	0.7	318	8.0	506	12.7
1990	4,001	100.0	16	0.4	145	3.6	27	0.7	380	9.5	568	14.2
1991	4,080	100.0	23	0.6	169	4.1	42	1.0	405	9.9	639	15.7
1992	4,096	100.0	23	0.6	158	3.9	47	1.2	411	10.0	639	15.6

Source: William Langworthy, vice president for academic affairs, Mar. 1, 1993.

TABLE 2.2
Persistence/Completion Rates for First-Time, Full-Time Students Entering Bachelor Programs at Fort Lewis College*

ENTERING FALL CLASS

Ethnicity	1986 Total no. students	1986 Percent after 4 yrs.	1986 Percent after 5 yrs.	1986 Percent after 6 yrs.	1987 Total no. students	1987 Percent after 4 yrs.	1987 Percent after 5 yrs.	1987 Percent after 6 yrs.	1988 Total no. students	1988 Percent after 4 yrs.	1988 Percent after 5 yrs.	1988 Percent after 6 yrs.
Black	7	71.4	57.1	57.1	7	28.6	14.3	–	9	22.2	–	–
Native American	75	18.6	16.0	18.7	88	29.5	25.0	–	92	25.0	–	–
Asian	10	60.0	40.0	40.0	5	0.0	80.0	–	3	66.7	–	–
Hispanic	55	50.8	58.2	45.5	50	50.0	44.0	–	45	44.4	–	–
White	852	57.6	56.8	54.3	845	60.5	55.9	–	766	53.4	–	–
All †	1,008	54.3	53.3	50.7	1,004	57.1	52.1	49.7	926	49.7	–	–

* Persistence/completion rates include: 1) students who were still enrolled, either at Fort Lewis College or at some other Colorado public institution after transferring, and 2) students who completed a baccalaureate or 2-year degree or certificate at some Colorado public institution. Fort Lewis College does not offer a 2-year degree or certificate.

† Totals for all students in entering fall classes include those whose race/ethnicity was not reported, and nonresident aliens.

Source: Compiled from information provided by the Colorado Commission on Higher Education, January 1994.

fall of 1986, 1987, and 1988. For example, 75 Native American students in this classification enrolled in the entering fall class of 1986 and, at the end of 4 years, only 14, or 18.6 percent, of them were still enrolled at FLC or some other Colorado public institution of higher education, or had completed a degree. This compared with 71.4 percent of the black students, 60.0 percent of the Asians, 50.8 percent of the Hispanics, and 57.6 percent of the white students in that class after 4 years. The 4-year persistence/completion rate for Native American students in the entering fall classes of 1987 and 1988 improved to 25.0 percent but was still drastically below that of Asian, Hispanic, and white students in those classes. The 4-year persistence/completion rate for black students in those two entering classes dropped even below that of the Native Americans to 14.3 and 22.2 percent, respectively.

Most research indicates that, nationally, the overwhelming majority of students who drop out of college do so during the first 2 years.[15] At FLC, only about half of minority freshman return for their sophomore year, whereas two-thirds of the college's Caucasian freshman return for their second year.[16] The period of highest peril, Dr. Langworthy said, is the first month. "At the end of the first year, they are through the worst of it. That first month, we lose students."[17]

Reasons for the high rate of attrition for minority students, especially Native Americans, at FLC, as determined by numerous studies and surveys, are wide ranging. As summarized by the FLC Native American Issues Research Team, a team of faculty and staff formed to review research on retention problems of Native Americans and make policy recommendations, these reasons include inadequate orientation, financial difficulties, poor academic preparation, housing problems, the campus climate, cultural adjustments, and old-fashioned racism.[18] Many of these issues, and efforts to resolve the problems, will be discussed below.

Clifford Capp, acting director of the Learning Assistance Center, classified factors in the retention of minority students in two categories, those controlled by the college and the ones controlled primarily by the students themselves. In the first category, he said, are things that the college can identify and improve, such as racist attitudes on the part of the student body, or administrative policies that work to the disadvantage of minority students even though not intentionally. In the second category, he includes student academic preparation, motivation to finish college, family support, and the ability to handle outside influences such as alcohol or drug abuse. These he considered to be the most difficult to improve and ones for which the college has the least means to do something about.[19]

Table 2.3 provides comparative statistics for the graduation rates after 4, 5, and 6 years for first-time, full-time students entering bachelor programs at Fort Lewis College in the fall of 1986, 1987, 1988, and 1989. The graduation rates were surprisingly low for all students. For example, only 14.0 percent of the fall entering class of 1986 received degrees in 4 years and only 41.3 percent of that class had graduated after 6 years. Table 1.10 shows that these 4-year and 6-year graduation rates were well below statewide rates of 20.9 and 55.2 percent, respectively, for the fall entering class of 1986. Nationwide, as seen in table 1.6, the 6-year graduation rate in 1993 was 54

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15 *Minorities in Higher Education*, p. 30.

16 William C. Langworthy, vice president for academic affairs, *Transcript*, p. 5.

17 Ibid., p. 28.

18 *Improving Retention of Native American Students*, Native American Issues Research Team, Fort Lewis College, Apr. 15, 1992.

19 *Transcript*, pp. 181–83.

TABLE 2.3
Graduation Rates for First Time, Full Time Students Entering Bachelor Programs at Fort Lewis College*

ENTERING FALL CLASS

Ethnicity	1986 Total no. students	1986 Percent after 4 yrs.	1986 5 yrs.	1986 6 yrs.	1987 Total no. students	1987 Percent after 4 yrs.	1987 5 yrs.	1987 6 yrs.	1988 Total no. students	1988 Percent after 4 yrs.	1988 5 yrs.	1988 6 yrs.	1989 Total no. students	1989 Percent after 4 yrs.	1989 5 yrs.	1989 6 yrs.
Black	7	0.0	28.6	42.9	7	–	–	–	9	–	–	–	4	–	–	–
Native Amer.	75	2.7	8.0	10.7	88	6.8	12.5	13.7	92	3.3	9.8	–	73	–	–	–
Asian	10	10.0	30.0	40.0	5	–	–	–	3	–	–	–	9	–	–	–
Hispanic	55	12.7	29.1	34.5	50	14.0	26.0	32.0	45	4.4	24.4	–	42	4.8	–	–
White	852	15.4	35.4	44.8	845	16.3	35.1	45.2	766	11.7	32.4	–	834	7.5	–	–
All †	1,008	14.0	32.6	41.3	1,004	15.3	32.6	41.4	926	10.4	29.4	–	975	1.4	–	–

* Includes students who transferred to other institutions before receiving their baccalaureate degree.

† Totals for all students in entering fall classes includes those whose race/ethnicity was not reported, and nonresident aliens.

Source: Compiled from information provided by the Colorado Commission on Higher Education, January 1994.

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percent for NCAA Division I institution students, about the same as the 6-year graduation rate for Colorado.

The numbers of black and Asian students enrolling in 1986, 1987, 1988, and 1989 at FLC are too small to provide significant comparisons, but the statistics show that graduation rates for Hispanic students in these three classes are considerably below the rates for white students. For Native American students, they are much lower still. For example, only 2, or 2.7 percent, of the 754 Native American students who entered in the fall class of 1986 graduated within 4 years, and only 8 or 10.7 percent, had received a degree after 6 years. Of the white students who entered in that class, 15.4 percent graduated within 4 years, and 44.8 percent had received their degree in 6 years.

Table 2.4 shows that the percentage of graduating students who were minorities declined in each of the three academic years, 1989–90, 1990–91, and 1992–93, then increased dramatically in 1992–93. Table 1.12 shows that the 1993 minority graduation/transfer rate of 14.0 percent was above the school's goal of 8.4 percent that the college had set for itself that year, and on the way to achieving the year-2000 goal of 18.6 percent.

Student Recruitment

Enrollment statistics for FLC (table 2.1) show that two-thirds of the school's minority students are Native American. In 1992 they made up 10 percent of the student body compared to only 5.6 percent for Asian, Hispanic, and black students combined. The predominance of Native Americans among the minority students is explained in part by the school's proximity to numerous Indian populations in the Four Corners area, recruitment efforts in that direction, and its attraction to American Indian students from various parts of the Nation because of the tuition waiver they receive. Only 3.5 percent of the student body is Hispanic, a proportion that has changed little over the years. This low proportion is hard to explain, as FLC is located in one of the areas of the State in which there is a high Hispanic population concentration. This section of the State, including La Plata County, where the school is situated, and the contiguous five counties of Rio Grande, Alamosa, Archuleta, Montezuma, and Conejos are 20.9 percent Hispanic.[20] The high Hispanic population areas of northern New Mexico are also nearby.

Dr. Jones believes that the college has rested too long on its commitment to Native Americans to fulfill its commitment to ethnic cultures.[21] He said that, for many reasons, the focus of the institution is on Native American students but that its commitment to them should not be to the exclusion of other regional cultures.[22] The Four Corners, he observed, is one of the few areas in the United States where there are several cultures with deep roots, and FLC is trying to find a way with limited resources to include all of them.[23] Yet he noted, ironically, that the best feeder high school for FLC students outside of Durango is Cherry Creek in Denver, which brings "a certain social economic basis with a set of values which are in some ways in dramatic contrast to [those of] the rural student we get from . . . the Four Corners region."[24] Dr. Langworthy, vice president for academic affairs, said that FLC programs are designed to produce students who can compete successfully with the graduates of the University of Colorado, the

20 Bureau of the Census, *1990 Census of the Population, Summary Population and Housing Characteristics: Colorado*, Publication 1990 CP-H-1-7, table 3, pp. 18–27.

21 *Transcript*, p. 91.

22 Ibid., p. 93.

23 Ibid., p. 91.

24 Ibid., p. 11.

TABLE 2.4
Academic Year Graduation Rates at Fort Lewis College by Race/Ethnicity, 1989-90 to 1991-92

ACADEMIC YEAR

Ethnicity	1989-90		1990-91		1991-92		1992-93	
	No.	%	No.	%	No.	%	No.	%
Black	3	0.6	3	0.5	1	0.2	1	0.2
Native American	41	8.0	31	5.2	28	6.2	41	7.5
Asian	5	1.0	6	1.0	1	0.2	5	0.9
Hispanic	17	3.3	22	4.1	14	3.1	23	4.2
Total minorities	66	12.9	62	11.7	44	*9.7	70	12.8
In-State minorities	—	—	60	13.3	23	5.1	32	5.8
White	439	85.7	463	87.0	385	85.4	439	80.1
Foreign	7	1.4	7	1.3	11	2.4	17	3.1
Unknown	0	0.0	0	0.0	11	2.4	22	4.0
Total graduates	512	100.0	532	100.0	451	100.0	548	100.0

*1991-92 academic year statistics do not include 11 August graduates who, if included, would raise the percentage of minority graduates to 10.6 percent.

Source: Fort Lewis College Affirmative Action Reports, 1992 and 1993.

Colorado School of Mines, and Denver University, and as a consequence, its attrition rate is higher than desired for all students.[25]

Leonard Atencio, professor of economics at the college and advisor for the Hispanic student organization, observed that the Hispanic students on campus typify middle and upper income students from the Denver metropolitan area who do not identify ethnically with the Chicano culture of rural, southern Colorado.[26] As a result, he said, Hispanic students from the vicinity of the college (who identify themselves as Chicano), even from Durango High School, are enrolling at Adams State College where admission standards are lower, where they see more brown faces, and where they have the kind of Hispanic support programs not found at FLC.[27]

Maria Samora, a student, believes that the emphasis on recruitment from Cherry Creek is outrageous and suggests that recruitment in Colorado's rural communities would correct the lack of Chicano representation at FLC.[28] The lack of positive reinforcement for Chicano students at the college, and the low level of recruitment efforts in local Hispanic communities and in northern New Mexico, she said, results in the belief that FLC is the Indian college and that Chicanos can go to Adams State College.[29]

The success of recruitment of minority students, some of whom may come from rural areas with less rigorous academic preparation, is related to the academic admission requirements of the college. As is true for all 4-year public institutions of public higher education in Colorado, FLC is authorized by the CCHE to admit up to 20 percent of its students through an "admissions window" under lower academic standards than ordinarily required.[30] In the 1992–93 school year, 16 percent of the incoming class at FLC was admitted through this "window." In the 1993–94 school year, only 8 to 9 percent were admitted in this manner. As the physical capacity of the college has now been reached, and the policy of the college has been to admit all applicants who are academically eligible, discussion is underway at the FLC as to how to handle the increasingly large number of applications.[31] One possibility, which Dr. Langworthy favors, is to increase the academic requirements for admission and thus raise the level of academic preparedness required of students admitted. This would make it even more difficult to recruit lower income or minority students, many of whom now come less prepared because of their background in rural schools. And if the admissions "window" continues to be used along with an increase in academic requirements for normal admissions, it would result in a higher rate of attrition for lower income and minority students from the rural areas.[32] Most Native American students are admitted under normal academic requirements. Though many coming from reservation

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25 Ibid., p. 19.

26 Ibid., pp. 137–38.

27 Ibid., p. 141. The term "Chicano" is used here by Dr. Atencio, and later by Maria Samora, in referring to Hispanic residents of local communities and those in northern New Mexico.

28 *Transcript*, p. 84.

29 Ibid.

30 William C. Langworthy, telephone interview with William F. Muldrow, June 13, 1994.

31 Ibid.

32 Ibid.

schools have low ACT scores, their grade point averages and class standings make them eligible for admission without use of the admissions "window."[33]

Nearby Indian tribes in the Four Corners area have a special interest in FLC recruitment policies and programs. The Southern Ute Indian Tribe, the closest Native American reservation to FLC, has a population of approximately 1,230 members with 600 under the age of 24, and has proclaimed education as its first priority. In the 4 years from 1988 to 1991, nine students from the tribe received bachelor degrees, two received master degrees, and one received a juris doctorate. In 1992 the tribe had 28 full-time college students, and 6 of these were full-time students at FLC.[34] Eugene Naranjo, executive director of the tribe, reported that over the last 80 years, his tribe has had a good working relationship with the college.[35] Lee Briggs, education director, called it outstanding.[36]

The Ute Mountain Ute Tribe, which is also in the proximity of Fort Lewis College, is somewhat larger than the Southern Utes and has about 1,200 residents on the Colorado reservation with another 300 in a Utah community.[37] In the 5 years previous to 1992, it had 29 students who attended community colleges or 4-year colleges or universities. Two of these received bachelor degrees, one enrolled in medical school, and the other is an elementary teacher in Cortez.[38] Yolanda Rossi, director of higher education for the Ute Mountain Ute Tribe, said that college recruiters pass through Cortez on their way to Shiprock (on the Navajo Reservation), where there is a greater concentration of potential students, and fail to stop at the public schools or the Ute Mountain Ute Reservation.[39] Dr. Langworthy said that it was, indeed, easy to become preoccupied in recruitment efforts with the Navajo as a large tribe, but that FLC is trying to reach out equally to all surrounding tribes.[40] Ms. Rossi suggested that instead of "recruitment," school representation, including Native American students along with other staff members, should be sent to high schools and Indian communities.[41]

FLC does have several programs to reach out to high school students by bringing them to the campus. Under the leadership of Omnia El-Hakim, associate professor of civil engineering, the college cosponsors with Durango High School an annual Hispanic student conference in Durango designed to provide information on opportunities in higher education and to encourage students to pursue careers in science, mathematics, and engineering.[42] The American Indian Science and Engineering Society (AISES), a project of the National Science Foundation, is designed to encourage Native Americans to participate in science and engineering courses. Dr. El-Hakim, who is also an AISES advisor at Fort Lewis College, has established outreach programs sponsored by this organization for high school and middle school students.[43] As part of the

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33 William C. Langworthy, telephone interview with William F. Muldrow, June 14, 1994.

34 Eugene Naranjo, executive director of the Southern Ute Tribe, *Transcript*, pp. 48–49, 52.

35 Ibid., p. 48.

36 *Transcript*, p. 54.

37 Yolanda Rossi, director of higher education for the Ute Mountain Ute Tribe, *Transcript*, p. 64.

38 Yolanda Rossi, letter to William F. Muldrow, Mar. 16, 1993.

39 *Transcript*, p. 64.

40 Ibid., p. 31.

41 Ibid., p. 67.

42 Conference information provided by Omnia El-Hakim, Sept. 24, 1992.

program, sophomore and junior students are motivated by bringing them on the campus for a day.[44] Another national organization, Mathematics, Engineering, Science Achievement (MESA), which focuses on interesting students at the high school level in technical fields, cooperates with AISES in programs for precollege minority students.[45] However, Yolanda Rossi expressed concern that, increasingly, the nature and focus of such summer programs meant to motivate and prepare high school students for college tend to exclude students from reservation and other rural schools who may not be as well prepared academically.[46]

Dr. Langworthy reported that the college actively recruits at reservation schools in Arizona and New Mexico, and at other high schools that have a high population of Native Americans.[47] He said that in the last 3 years, this has been supplemented with a home visitation program to personalize the outreach. Specific high schools are targeted for intensive recruitment.[48] The college also participates in an Expanding Horizons Program directed toward opening career possibilities to girls at the junior high school level, and with Colorado State University in an educational talent search program.[49] Dr. Langworthy believes, however, that these things do not provide enough intervention to enable youngsters to determine to go to college, and to prepare themselves for it if they choose to go.[50]

Minority Faculty Recruitment

Dr. Jones emphasized that FLC is fully convinced that it cannot retain minority students if it has no minority faculty.[51] Several years ago, the school, through its three deans and the academic vice president, made a strong commitment that was endorsed by the departments, to recruit minority faculty.[52] The college's affirmative action report lists several initiatives aimed at minority faculty recruitment to support this commitment. These include extending search deadlines in order to increase the number of qualified applicants, making temporary appointments where necessary, and intensifying advertising efforts.[53] Dr. Jones believes that despite the fact that FLC is not a wealthy institution, it has done a good job in the area of faculty recruitment, and he hopes that this will have a positive effect on the retention of minority students.[54]

Table 2.5 shows that in the 1993–94 school year, there were 16 minority faculty at FLC, 7 of whom were tenured and were 9.9 percent of the total faculty. This was a considerable improvement over the 1989–90 school year when only 8 or 5.8 percent of the faculty were racial or ethnic minorities. The minority

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43 *Transcript*, pp. 123–24.

44 William C. Langworthy, *Transcript*, p. 20.

45 Information provided by Omnia El-Hakim, Sept. 24, 1993.

46 Telephone interview with William F. Muldrow, June 14, 1994.

47 *Transcript*, p. 21.

48 Ibid.

49 Ibid.

50 William C. Langworthy, *Transcript*, p. 20.

51 *Transcript*, p. 12.

52 Ibid., pp. 12–13.

53 *Affirmative Action Report*, Fort Lewis College, 1991, p. 13.

54 *Transcript*, pp. 12–13.

TABLE 2.5
Academic Faculty[1] at Fort Lewis College by Minority Status, 1989-90 to 1993-94

Academic year	White							Minority						
	Total		Tenured		Nontenured		Total		Tenured		Nontenured		Total		National availability[2]
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	%
1989-90	139	100.0					131	94.4	6	4.3	2	1.4	8	5.8	
1990-91	152	100.0					143	94.2	5	3.3	4	2.6	9	5.9	
1991-92	157	100.0	101	64.3	41	26.1	142	90.8	6	3.8	9	5.7	15	9.6	
1992-93[3]	163	100.0	107	65.6	39	23.9	146	91.1	7	4.3	8	4.9	15	9.2	7.9
1993-94	161	100.0	103	64.0	42	26.1	145	90.1	7	4.3	9	5.6	16	9.9	12.0

[1] Excluding library faculty.

[2] Academic faculty "availability" for 1992-93 was determined by use of weighted statistics for doctorates obtained from the University of Colorado prior to 1983, and doctorates obtained nationally since 1989. The University of Colorado data were weighted at 40 percent and national data at 60 percent. The faculty "availability" statistic of 12.0 percent for 1993-94 was not weighted for University of Colorado doctorates.

[3] Two non-U.S. citizens without tenure are not included in totals for this academic year.

Source: Letters from Terra Anderson, director of affirmative action, Fort Lewis College, to William F. Muldrow, Mar. 5, 1993, and May 12 and 13, 1994, and letter from Joel M. Jones, president, Fort Lewis College, to William F. Muldrow, July 11, 1994.

faculty percentage in the fall of 1993 was lower than the 12 percent national availability rate for minority faculty. As shown in table 1.13, except during the 1991–92 academic year, the minority proportion of the faculty at FLC has been consistently lower than that of minority faculty in public institutions of higher education for the State as a whole. In 1992 the State percentage for minority faculty was 10.5 compared to the 9.2 statistic for FLC.

Dr. Langworthy shared his view that the minority faculty recruitment effort during the past 4 or 5 years has been successful, but said that it is difficult to keep them after they are employed.[55] He did not indicate the reasons for this. The only black faculty member at the college, Evie-Kaiulani Daufin, has become embittered by what she describes as a pattern of racism in the Durango community and stated that she likely will not be back for the next academic year for this reason.[56] Terra Anderson, director of affirmation action at the college, also referred to the need to improve the school's retention of faculty of color. She said the challenge is to nourish an environment where distinct voices can be spoken, encouraged, and respected.[57]

Though strides have been made in recruiting minority faculty at the college, some students believe that is not adequate. Ronald Felix, president of the Indian student club, believes that the number of minority faculty teaching culturally sensitive subjects is very low and that an increase in their number would be helpful.[58]

In a survey administered by the Office of Assessment, Native American students frequently suggested having more Native American professors and visiting speakers. There was also specific mention of the need for tutoring and counseling services by minorities.[59] The FLC Native American Issues Research Team suggested that the college hire a medicine man to work with Native American traditional students through the counseling center, or as part of the southwest studies program.[60]

Student Orientation and Advisory Programs

The transition from the reservation to campus is a difficult one for many Native American students. Few who enter the college for the first time attend the orientation sessions that are offered each summer, and many arrive in the fall without advance information about the school and lacking early registration.[61] Going to college is a new experience for many minority students—and for many of their families. Yolanda Rossi, education director for the Ute Mountain Ute Tribe, said that it will be 8 or 9 years before that tribe will ever have a student going to college who has a parent that has graduated from college. It can be an overwhelming experience, she said, even if they know what their careers are supposed to be.[62] Being late in the registration process, not knowing where the classes are, and, perhaps, not having books to start with

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55 Ibid., p. 17-18.

56 "Professor Says Racism is Driving Her Off," *Rocky Mountain News*, Sept. 27, 1993.

57 *Transcript*, p. 231.

58 Ibid., p. 161.

59 Roger Peters, director, Fort Lewis College, office of assessment, "How Minorities See a College."

60 Native American Issues Research Team, "Improving Retention of Native American Students," Apr. 15, 1992.

61 Ibid.

62 *Transcript*, p. 67.

adds to the confusion.[63] To mitigate this orientation problem, the school has organized an "outreach orientation," taking faculty administrators and computer terminals to the Navajo Reservation to provide orientation and early registration for prospective freshman.[64] The Native American Issues Research Team has recommended that the college also provide such outreach at Santa Fe. In addition, it recommended that it provide ongoing registration and transportation for entering Native American freshman who live closer to the college, waive the cost of regular summer orientation for those who cannot afford to pay; and disseminate information packets and video tapes throughout the reservation explaining procedures and policies of the college.[65] Ted Bryant suggested that many non-Indian parents accompany their students to the campus to assist them in getting oriented and settled, and that it would be helpful if the college, in like manner, would bring Indian parents with their students to the campus as part of their orientation. It would also be well, he said, to host Indian parents at other critical times.[66]

The problem of transition also relates to the availability and quality of counseling for minority students. Personal concerns, as well as academic problems, are prominent reasons why minority students leave school, and some problems have to do with the kind of conflict that a properly trained advisor could help with.[67] Lee Briggs believes that the counseling and advisory process at FLC needs to be improved, and that it is currently one reason for the attrition of Native American students.[68] Clifford Capp, acting director of the Intercultural Center, also said that the advisory program needs to be addressed. He described it as a tremendous job, and said that some minority students with special needs and interests do not get the time they need with advisors to develop a sense of support and fully discuss setting up a study program.[69] Robert Lundquist, director of the Learning Assistance Center, went so far as to say that advising is "the key to success in college." Advisors, he said, must be sensitive to student needs, and the attitudes of certain faculty and administrative staff must change.[70] Ms. Rossi points out that it is easy to be in contact with Indian students and totally misread their intent, their interests, their energy, and their commitment.[71] Mr. Briggs said that what may be seen as a lack of aggressiveness on the part of students in seeking out a counselor is sometimes a part of their culture.[72] Mr. Lundquist underscored the need for more intrusive faculty counseling to take the initiative in approaching a student, as a means of compensation for a student's hesitancy to seek out an advisor when there is a need.[73] Delilah Orr, an English instructor

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63 Lee Briggs, *Transcript*, p. 57.

64 *Transcript*, p. 22.

65 Native American Issues Research Team, "Improving Retention of Native American Students," Apr. 15, 1992.

66 Ted Bryant, director of the Oklahoma Indian Business Center, letter to William F. Muldrow, Mar. 8, 1993.

67 Yolanda Rossi, *Transcript*, p. 53.

68 *Transcript*, p. 45.

69 Ibid., p. 146

70 Ibid., p. 150.

71 Ibid., p. 71.

72 Ibid., p. 58.

73 Ibid., pp. 202–03.

who is, herself, a Navajo, highlighted an intrusive faculty student advising program being started at the Learning Assistance Center as very helpful in terms of the retention of minority students.[74]

The Native American Issues Research Team recommended that certain knowledgeable and willing faculty be selected to served as advisors for new American Indian students. Each new student would be assigned an advisor to help with academic and other concerns.[75] The team also recommended the establishment of a peer advisory program, providing upper class advisors of the same culture to freshman in order to reduce the cultural, linguistic, and academic barriers to their success in school.[76] As a result of this recommendation, such a program was begun in September 1992, under the direction of Dr. El-Hakim. The program is staffed by 12 successful Native American students who provide academic and personal support, and assistance with housing, financial aid, and class registration information to incoming minority freshmen. The peer advisors receive a small stipend and are provided training by staff of the Learning Assistance Center. Participants report good results from the program.[77] However, Ms. Rossi believes that the peer advisors need to be more assertive in seeking out and relating to the students they are working with.[78]

Culture Shock

Ted Bryant observed that the American Indian student from a reservation, or from a remote village in Alaska, comes from a totally different world and in many instances will be coming out for the first time.[79] Eugene Naranjo, executive director of the Southern Ute Tribe, also said that the first year is a trying time for the Indian students because of the culture shock associated with relocation and move from the reservation to a large campus.[80] Vernon Willie, a senior Navajo student at Fort Lewis College and president of the American Indian Science and Engineering Society (AISES) on campus, said that one reason for the high attrition rate among Navajo students is the culture shock of coming from the reservation to college. They must adjust both to the new environment and to the time requirements of the academic schedule.[81]

Though culture shock can be a problem for any student, it is a major concern for many Native Americans. William Bolden, director of housing and residence life at FLC, said it is a real shock for Native American students, like for no other group, to be taken from the limited cultural environment they have known and placed on a campus as diverse and as tightly knit as Fort Lewis College. If students are not comfortable in the environment, perceived or real, in which the college is set, he said, they are not inclined to stay at the institution.[82]

Required cultural adjustment may extend also to conflicts presented by continuing ties

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74 Ibid., p. 167.

75 Native American Issues Research Team, "Improving Retention of Native American Students," Apr. 15, 1992.

76 Ibid.

77 Omnia El-Hakim, *Transcript*, p. 130; and *Fort Lewis College Independent*, "Programs Make FLC More Attractive to Minorities," Oct. 23, 1992.

78 *Transcript*, p. 68.

79 Ted Bryant, letter to William F. Muldrow, Mar. 8, 1993.

80 *Transcript*, p. 50.

81 Ibid., p. 95, and Vernon Willie note to William F. Muldrow, received June 27, 1994.

82 Ibid., pp. 206–07.

with home or reservation life. Family members may say, "We want you to go to school," but still believe and expect that the student should respond to family needs in the same way as before.[83] However, Clifford Capp observed that in the last 10 years, this has not been nearly the problem it used to be, and that students have far more support at home.[84]

Campus and Community Attitudes

The campus climate and the attitudes of students and faculty are judged to be important in the adjustment that minority students are able to make. Ms. Rossi observed that when Native American students enter a new environment, "there is a process of trust building that for many of them has to take place, and will take place only by someone reaching out to them."[85]

Dr. Langworthy said that the objective ought to be an environment in which students interact and accept other students from all ethnic backgrounds, to learn to tolerate and savor both the similarities and the differences.[86] Still, he said that it was very sobering to hear some of the viewpoints on campus regarding minority students.[87] Ron Felix, a Papago Indian student from Arizona, indicated that in his experience, there are students who definitely want to be sensitive to cultural differences, and there are others who hold resentments, and whose minds and negative perceptions are hard to change.[88] Vernon Willie said that he believes Indian students are treated pretty well on campus, though some are lonely, and one incoming freshman that he observed left for this reason.[89]

Racial tensions do exist, however, and recent guest appearances on campus of Linda Chavez, a prominent opponent of affirmative action and bilingual education, and Anthony Griffin, a black civil rights lawyer who defended the Texas Ku Klux Klan on freedom of free speech grounds, crystallized racial and ethnic tensions at the college. Some students and faculty claimed the response to Chavez revealed an alarming degree of racist sentiment.[90] Louise Brady, an Alaska native, was quoted as saying that she was appalled and surprised at how strongly racist feelings ran among FLC students.[91] The Department of Psychology and the Office of Assessment reported that between 1989 and 1990, in a survey of 34 Navajo former students and 25 minority current students, 11 members in each group reported overt prejudice or discomfort as a consequence of their ethnic distinctiveness.[92]

Events have taken place on campus, however, that indicate that many, if not most, students have a positive attitude toward Native Americans. Sandra One Feather, an Oglala Lakota Sioux student, was elected as the first American Indian student body president.[93] The school's "Raider" mascot, a

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83 Yolanda Rossi, *Transcript*, p. 69.

84 *Transcript*, p. 183.

85 Ibid., p. 69.

86 Ibid., p. 24.

87 Ibid., p. 23.

88 Ibid., p. 162.

89 Ibid., p. 102.

90 "Racial Tensions Cloud Idyllic Campus," *Durango Herald*, November 1993.

91 Ibid.

92 Roger Peters, "How Minorities See a College," Fort Lewis College, undated.

mounted U.S. cavalryman charging with drawn sword that was viewed by Native American students as anti-Indian, was changed to that of a skyhawk.[94]

FLC students are also very much a part of the larger community of Durango, where the school is located. Dr. Langworthy said that Durango can seem like a ferociously large town to youngsters from places that are not even on the map.[95] By and large, he said, Durango is a civil, multicultural town, "but cases which pop up in the local newspaper are pretty clearly racially induced." A number of students, he said, have commented with pain about actions of discrimination that they have encountered, or personal actions that they have felt or witnessed.[96]

In a Durango newspaper editorial, Evie-Kaiulani Daufin, a black faculty member at Fort Lewis College, alleged that, in Durango, Native Americans, African Americans, Hispanics, and Asians regularly encounter hostility because of their race.[97] Dr. Langworthy said that incidents of discrimination have been dealt with individually, but that the college has done nothing to change the climate in Durango.[98] Dr. Jones also reported that in the history of the college there has not been any substantial conversation with the community, or community leadership, about the "environment."[99]

The Native American Issues Research Team stated that the channels that exist for students to report incidents of harassment or mistreatment, within or without the college community, are very intimidating for Native American students who are reluctant to take action through official processes. It recommended that an ombudsman role be created for a volunteer group of faculty and staff to provide liaison with appropriate offices at the college in order to provide improved channels for reporting racist incidents at the college and in the community.[100]

Multicultural Support

Albert Yates, president of Colorado State University, observed that "multiculturalism is a requirement of minority students; it's an elective for the majority population." He explained that minority students are forced to adapt and to assimilate into a different culture when they enter college without even an established support system.[101] In an observation that could apply to many minority students, Ms. Rossi emphasized that something has to be provided to help Native American students cope with the kinds of conflicts faced when they go into a place where the predominant culture is so totally different from their own.[102]

Ronald Felix said that the support services that Fort Lewis College provides to help incoming minority students cope with cultural differences are adequate, but believes they

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93 "College Picks Indian to Lead Student Body," *Rocky Mountain News*, Apr. 18, 1994.

94 "Fort Lewis Dumps Mascot," *Rocky Mountain News*, Mar. 29, 1994.

95 *Transcript*, p. 29.

96 Ibid., p. 18.

97 "Ending Racism in Durango," *Durango Herald*, Nov. 12, 1993.

98 *Transcript*, p. 25.

99 Ibid.

100 Native American Issues Research Team, "Improving Retention of Native American Students," Apr. 15, 1992.

101 "Culture Main Hurdle for Minorities on Campus," *The Denver Post*, July 12, 1992.

102 *Transcript*, p. 69.

need to go a step further.[103] These services include provision of the school's Intercultural Center, which is a gathering place with a quiet place to study and where academic advising and tutoring are provided for minority students.[104] Not all faculty agree that the center furthers the cultural adjustment of minority students. Mr. Lundquist observed that though black, Hispanic, and Native American clubs provide a place to meet others of the same general background and feel comfortable, they increase the isolation of minority students and keep them from making the connections they need. He believes that the minority students who succeed are not the ones going to the Intercultural Center, but those who are involved in the campus as a whole and in student government.[105] Mr. Felix said, however, that the center does play a key role for Indian students and that many students refer to it as their own internal reservation.[106]

However, Maria Samora said the Intercultural Center is obviously a Native American center and that the Chicano students on the campus are the "forgotten minority."[107] Theoretically, there is a separate Hispanic center in the Student Union Building, but it has no staff person.[108] Ms. Samora said that if a call is made to the number listed in the phone book for the Hispanic center, you get the Drug Prevention Center, and if you call the Intercultural Center, the secretary informs the caller that the Hispanic students have yet to set up the Hispanic center.[109] Ms. Samora believes that it is not the students' responsibility to set up a Hispanic center.[110] Dr. Atencio, advisor for the Hispanic student organization, explained that, in addition to the Intercultural Center, Dr. Langworthy did help to create a Hispanic student center to provide tutoring and other support services for students, but that there were not any students who wanted it, or who needed the assistance that it provided.[111] He emphasized that because the Hispanic students who attend Fort Lewis College are typically middle or upper class students, who have succeeded in high school and met rigid college admission requirements, and who did not identify ethnically with local Chicanos, they do not need supportive services.[112] He receives no response from letters he sends inviting them to Hispanic functions that would provide them with such services.[113] Table 2.2 shows that the persistence rates of entering Hispanic students, though somewhat lower than those for white students, are indeed much better than those for Native Americans. After 6 years, 45.5 percent of Hispanic students entering with the 1986 fall class still remained in school, compared with only 18.7 percent of Native Americans in the same entering class. As to the retention of Chicano students, Dr. Atencio

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103 Ibid., p. 158.

104 Clifford Capp, acting director of the Intercultural Center, interview with William F. Muldrow, Mar. 17, 1992.

105 *Transcript*, p. 199.

106 Ibid., p. 159.

107 *Transcript*, pp. 87, 89. In a June 21, 1994, letter to William F. Muldrow, Maria Samora reported that there is now no Hispanic center on campus, though it is mentioned in the school's catalog and listed in the phone book.

108 Clifford Capp, interview with William F. Muldrow, Mar. 17, 1992.

109 *Transcript*, pp. 83, 87.

110 Letter to William F. Muldrow, June 21, 1994.

111 *Transcript*, p. 137.

112 Ibid., p. 140.

113 Ibid., p. 137.

said he has the easiest job around because there are no Chicano students.[114]

Caring faculty members who are sensitive to differences in culture and values among the student body, and ones who can serve as role models, are also important to the adjustment and success of minority students. However, data in tables 2.2 and 2.5 show that in the 1992–93 academic year, there was only 1 full-time minority faculty member for every 43 minority students.

Maria Samora deplored the lack of role models and mentors for Chicano students on campus. She said that the two Chicano professors who are on campus understand their culture and "give us strength . . . and hope.[115] She said, however, that the majority of the Spanish-speaking faculty at the college are from outside the United States, cannot relate to the Chicano culture, and even "negate our language by telling us we speak like hillbillies." She added that because of such humiliation, Chicanos find it difficult to take classes in their native language.[116] Dr. Jones agreed that, basically, Ms. Samora was right and stated that the college is attempting to get faculty who will serve as the kind of role models that she suggested.[117]

Some faculty members were reported to have demonstrated a lack of understanding of the differences that exist among the various racial and ethnic groups on campus, but others to have demonstrated gross insensitivity to the culture and values of these groups. Mr. Capp underscored what he believes to be the need for the college to develop a better sense of cultural awareness by every nonminority member of the college campus faculty and student alike.[118] Ron Felix was frustrated and offended because some college administrators fail to consider, or are unaware of, the cultural and tribal differences among Native American students. He said, for example, that for purposes of financial aid, the office classified him as a Navajo until he protested he was a member of the Papago Tribe.[119] William Bolden, director of housing, recalled another example of insensitivity in the discourtesy shown to a visiting minority lecturer who had been invited to the campus to speak on cultural diversity. Before she had finished her presentation, a white faculty member started writing on the black board and turned off the lights to start a movie.[120]

Terra Anderson, director of affirmative action, said that the task force on cultural diversity that she chairs describes the current faculty attitude towards cultural diversity as one of mere tolerance, and that something less than tolerance characterizes the student environment.[121] The Native American Issues Research Team recommended that more Native American ceremonies and activities be incorporated into the general framework of the college, and that cross-cultural sensitivity training and communication for all faculty and staff be made mandatory.[122] However, Dr. Jones said that the provision of cultural sensitivity training for faculty is difficult because,

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114 Ibid.

115 *Transcript*, p. 83.

116 Ibid., pp. 83, 86.

117 Ibid., p. 91.

118 Ibid., p. 187.

119 Ibid., p. 159.

120 Ibid., p. 207.

121 Ibid., p. 231.

122 Native American Issues Research Team, "Improving Retention of Native American Students," Apr. 15, 1992.

though it is critical, it can look patronizing, and some of the senior faculty are resistant.[123]

Ms. Rossi suggested that cultural support should also be provided for Native American students by including in the regular curriculum more on the history, achievements, and traditions of Native Americans.[124] Theresa Burns-Gutierrez, director of the Indian Student Service at the University of Colorado—Denver, emphasized the importance of teaching from a variety of cultural viewpoints by saying:

> It is hard to remain motivated about subjects that only teach one history and one voice. There are so many cultures which have contributed to this society and to the world; however, oftentimes students only receive the teachings of the Eurocentric perspective. It is even more frustrating when this perspective directly contradicts the teachings you have learned from your family and your people. It tells a student that what you have learned is not only illegitimate but it is wrong as well.[125]

Dr. Jones was pleased with two FLC projects that will incorporate the Eastern/Oriental world view and the Native American way of looking at the universe into a general studies curriculum for all students. He believes it is critical for students to be able to see and appreciate the value of other viewpoints.[126] Mr. Felix suggested that courses should also be provided that help to prepare Native American students to serve in their own communities. Specifically, he mentioned that social issues and methodology taught at the college do not apply to a reservation situation.[127] He said that though the school does offer a wide variety of subjects, the classes depend heavily upon Indian students themselves for multicultural input, rather than having minority faculty or others who are qualified to provide it.[128]

Academic Support and Remediation

Robert Lundquist, director of the Learning Assistance Center at FLC, reported that the number one problem for students who do not complete a college degree is a lack of academic preparation. The gap between high school and college, he said, is becoming wider every year. He reported that, nationally, in 1965 it was expected that 80 percent of incoming freshmen would graduate in 4 years and in 1992, that figure was down to 30 percent.[129]

Lack of academic preparation, Mr. Lundquist observed, is not just a minority problem.[130] All students who come to FLC are given math and English placement exams, and he said that 46 percent of entering freshmen do not qualify for college algebra, and 25 percent do not qualify for freshman composition, figures that are close to those nationally. Nationwide, 40 percent of incoming freshmen do not qualify for algebra and 23 percent do not qualify for composition.[131] At FLC, those students who fail to qualify in these two subjects are placed in developmental courses, though "some slip through the cracks."[132]

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123 Ibid., p. 92.

124 *Transcript*, pp. 71–72.

125 Presentation to the Colorado Advisory Committee to the U. S. Commission on Civil Rights., Dec. 15, 1993.

126 Ibid., pp. 76–77.

127 Ibid., p. 158.

128 Ibid., pp. 161–62.

129 Ibid., p. 192.

130 Ibid., p. 197.

131 Ibid., pp. 193, 194.

Mr. Lundquist said that the average high school graduate has written only two papers over the course of a high school career, and "the longest is three pages."[133] The average student who makes As and Bs in high school is only required to study 1 to 5 hours a week maximum, he said, but in college, the average college freshman needs to study between 15 and 20 hours per week. The transition presents acute difficulties, he believes, because many high school students who have no concept of how to manage time are thrown into an environment where they have classes from 3 to 6 hours a day and then must budget their free time to include an adequate number of study hours.[134]

Inadequate academic preparation is a special problem for many minority students. Clifford Capp, who was brought to the college in 1970 to teach mathematics and work with Indian students, and still has that assignment as a primary function, said the primary cause for Native American students dropping out is related to their lack of skills and preparation, chiefly in English and mathematics.[135] John Condie, director of Minority Access to Research Careers (MARC), a program at FLC designed to encourage minority students to enter research careers, also observed that Native American students have very poor preparation in math and science. He related a recent conversation with a Navajo student who told him that students are not encouraged to take math and science in the reservation schools, and she was completely at sea in those two subjects when she came to college.[136] Mr. Capp also asserted that students coming in from the reservation schools are not as academically prepared as Native American students from other schools. Mr. Lundquist also deplored the lack of quality education Native American students receive in reservation schools. He cited the example of one such student who was her high school class valedictorian, but had to be placed in developmental classes when she entered college.[137] He believes that the problem is not one the college is able to deal with directly, but must be dealt with in long-range planning by encouraging the reservation schools to improve the education provided for their students.[138]

Dr. Atencio said that the approximately 150 Hispanic students enrolled at FLC, who are typically middle and upper income students from the Denver metro area, have met the full academic admission requirements of the college, indicating that they succeeded in high school, and therefore do not need the kind of academically supportive program that other minority groups may require.[139] He emphasized the need to recruit Hispanic students from the more rural areas who do need supportive help, and who now go to Adams State College because they can enroll with lower academic requirements.[140]

The surveys of former Navajo students and current minority students conducted between 1987 and 1990 suggested that inadequate academic preparation is a problem for some, and the most frequent suggestion made was for

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132 Robert Lundquist, interview with William F. Muldrow, Oct. 29, 1992.

133 *Transcript*, p. 194.

134 Ibid.

135 Ibid., p. 179.

136 Ibid., pp. 224–25.

137 Interview with William F. Muldrow, Oct. 29, 1992.

138 *Transcript*, p. 183.

139 Ibid., pp. 139–40.

140 Ibid., p. 140.

improved instruction through more tutoring. Remedial courses, especially in writing, and a slower pace in existing courses were also requested.[141] The Native American Issues Research Team, noting that inadequate preparation will continue to be a problem in the near future, recommended a precollege summer program for Native Americans in math, English, and study skills.[142]

FLC does have in place precollege summer programs and tutorial programs, as well as remedial academic programs in English, mathematics, and study skills for incoming students. A major grant from the Howard Hughes Medical Institute finances summer programs at the college, especially to prepare students for careers in the sciences. This provides a valuable foundation for minority students, especially to Navajo students who are notably lacking in the sciences, for entrance into the MARC program at the college under the direction of John Condie.[143]

The AISES summer conference and enrichment program under the direction of Dr. El-Hakim, with a grant from the National Science Foundation, is meant to encourage and prepare Native American junior high, high school, and college students for seeking careers in engineering, mathematics, and the sciences. The Peer Advisory Program sponsored by AISES also provided tutoring and advising for Native American freshman.[144]

Tutors, who are, themselves, students receiving academic credit for their work, are also supplied upon request. About 15 percent of student tutors are minorities.[145] Mr. Lundquist said, however, that the use of tutors carries a stigma with it, with the result that many of the students who really need the assistance do not request it. Most students who request tutoring, he said, are making Cs and want to get Bs.[146]

Students who are deficient in mathematics or English are placed in developmental classes, which can be requested by any student.[147] Mr. Lundquist said, however, that to be placed in a remedial class is a severe blow to a student's ego. Dr. Condie agreed, and said there is resistance to some developmental courses because, regardless of what you call them, such courses are remedial and label the student.[148] As a result, students, especially minority students, fail to request assistance.[149] Dr. Condie said that some students cannot get through freshman biology without help, but the problem, he believes, would be better addressed at the high school level, or even in the elementary school level, than at the college level.[150] Mr. Lundquist said there is further resistance to taking developmental courses because the Colorado Commission on Higher Education does not allow 2- or 4-year colleges to offer credit toward a degree for

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141 Roger Peters, director of assessment at Fort Lewis College, "How Minorities See a College."

142 Native American Issues Research Team, "Improving Retention of Native American Students," Fort Lewis College, Apr. 15, 1992.

143 Dr. William C. Langworthy, *Transcript*, p. 20; and Dr. John Condie, interview with William F. Muldrow at Fort Lewis College, Oct. 30, 1992.

144 Dr. William C. Langworthy, *Transcript*, p. 20; and Dr. Omnia El-Hakim, Ibid., pp. 125–26.

145 Robert Lundquist, *Transcript*, p. 197.

146 Ibid., pp. 197–98.

147 Robert Lundquist, interview at Fort Lewis College with William F. Muldrow, Oct. 29, 1992.

148 *Transcript*, p. 225.

149 Robert Lundquist, interview at Fort Lewis College with William F. Muldrow, Oct. 29, 1992.

150 *Transcript*, p. 225.

such courses, and thus they are seen as unproductive.[151]

Financial Concerns

The reduced availability of financial aid is cited above as the primary reason why low-income students, many of whom are racial and ethnic minorities, are unable to pursue or complete a college education. It is expensive to go to college. Jeff Ball, 1992–93 student body president at FLC, noted that an important factor in the retention of students is the cost of education.[152] At FLC, tuition, room and board, health insurance, and mandatory fees for in-State students who are going to school full time cost a total of $5,941 per year (table 2.6). Out-of-State students must pay $10,689. This does not include other costs such as clothes, transportation, and recreation. These figures reflect a 7.9 percent increase in room and board costs, and 2.0 percent increase in tuition over the previous year.[153]

At FLC, the tuition waiver for Native American students required by law is a big help for some of them. Ronald Felix, for example, said that if it had not been for the tuition waiver he would not be in school.[154] The waiver has caused resentment by some non-Indian students who do not understand the policy or its historical basis, and who consequently believe that Native American students are getting an undeserved free ride. The Native American Issues Research Team recommended that when this issue arises, the administration should respond positively by explaining the policy and the historical basis for it.[155]

Tuition is only a fraction of the cost of going to college. Even with the tuition waiver, in the 1993–94 school year, it costs Native American students, either in State or out of State, $4,491 for room, board, insurance, and fees in addition to transportation, clothes, and other costs. Native Americans, like other students, may be eligible for other financial help from Federal or school funds. Also, some tribes provide financial help to their students, some more generously than others.[156] Ms. Rossi said, however, that some college financial aid offices jump to the conclusion that Native American students do not need any other financial assistance.[157] Mary Jean Moseley said that financial aid offices have a tendency, when they see a tribal person applying, to say, "Oh well, we don't have to worry about Federal funds or anything of that sort because the tribes are rich, and they can take care of them."[158] This places Indian students at a real disadvantage if they come from tribes that do not automatically pick up payments for their members.[159]

Even when scholarship money is supplied by the tribes, two problems are frequently encountered by the student—late arrival of the funds provided and difficulty with management of the money received. Typically, the money goes from the tribe to the financial aid office and eventually to the comptroller, but it

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151 Ibid., p. 196.

152 Ibid., p. 139.

153 Colorado Commission on Higher Education, *1993–94 Student Costs at Colorado Public Colleges and Universities*, December 1993, tables 1 and 8.

154 *Transcript*, p. 160.

155 "Improving Retention of Native American Students," Native American Issues Research Team, Apr. 15, 1992.

156 Eugene Naranjo, executive director of the Southern Ute Tribe, *Transcript*, pp. 49–50.

157 *Transcript*, p. 80.

158 Ibid., p. 61.

159 Ibid., p. 80.

TABLE 2.6
Expenses for Full-Time Undergraduate Students at Fort Lewis College and Adams State College, 1993-94 Academic Year

	Tuition					Mandatory student fees	Total	
	In-State	Out-of-State	Room	Board	Health insurance		In-State	Out-of-State
Fort Lewis College	1,450	6,198	1,686	1,820	658	327	5,941	10,689
Adams State College	1,320	4,478	1,650	1,750	346	355	5,421	8,579

*At Fort Lewis College, 8.5 credit hours constitute full-time enrollment, and at Adams State College, 10 credit hours are considered full-time.

Source: Colorado Commission on Higher Education, *1993-94 Tuition and Fees at Colorado Public Colleges and Universities*, December 1993.

can be as long as 2 or 3 weeks after registration before the money arrives.[160] Tribal funding is notorious for arriving late.[161] Many Native American students arrive in Durango without enough money to acquire textbooks.[162] To deal with this problem at FLC, the Native American Issues Research Team recommended a voucher system that would allow students to purchase books, or receive short-term loans, until tribal scholarship and Federal grant funds arrive.[163] Fort Lewis College now has such a system, which permits students to charge their books against financial aid awards.[164] School policy also allows the financial aid office to be more flexible in the application of deadlines and the housing office to be more flexible in its operation.[165]

Management of money after it is received is also a major problem for some students.[166] Ms. Rossi said that some students need help in knowing what to do when suddenly they have 4 months worth of money at one particular time and have never been in that situation before.[167] Merchants of Durango love the first part of a term, Mr. Lundquist said. "Students take the financial aid money, buy something neat, it's gone, and they withdraw from school."[168] He said no one takes the time to help the students understand money management.[169] He believes that the administration should make every effort to assist students in managing money and suggerts that before any student receives a financial aid check, that student, assisted by the financial aid office if necessary, should be required to submit a budget showing how the money is to be used.[170]

Housing and Transportation

Housing is a concern for Native American students, as it is for all students. There is insufficient campus housing to accommodate all students, so some must seek housing in the community.[171] Related to housing concerns are possible problems of transportation. Many students do not have transportation, either to use in looking for off-campus housing, or for getting back and forth to school.[172]

On-campus students are assigned rooms randomly, but they have the opportunity to move if they wish.[173] Mr. Bolden believes such random placement, and the mixing of students that results, works very well.[174] Ted Bryant believes, however, that it is important

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160 Lee Briggs, *Transcript*, p. 55.

161 Clifford Capp, *Transcript*, p. 184.

162 William C. Langworthy, *Transcript*, p. 30.

163 "Improving Retention of Native American Students," Apr. 15, 1992.

164 Clifford Capp, *Transcript*, p. 184.

165 Joel Jones, *Transcript*, p. 29.

166 Robert Lundquist, *Transcript*, p. 198.

167 *Transcript*, p. 70.

168 Ibid., p. 198.

169 Ibid.

170 Ibid. p. 202.

171 William Bolden, *Transcript*, p. 216.

172 Yolanda Rossi, *Transcript*, p. 70; and Ronald Felix, *Transcript*, p. 160.

173 William Bolden, *Transcript*, p. 215.

174 Ibid., p. 216.

to make room assignments for Native American students together or next door, especially during their first critical exposure to the school and away from the reservation.[175]

Looking for housing off campus can be especially difficult for Native American students who have never had the experience of having to look at ads, knock on doors, and make deposits.[176] Mr. Bolden intimated that some Native American and black students have difficulty in obtaining off-campus rentals because of their race, but on the other hand, he said, white and Japanese students also have problems. He said that the off-campus housing office has begun to investigate charges by students of racially motivated treatment.[177]

Noting that transportation and housing issues arise again and again as major problems for Native American students, the Native American Issues Research Team made a number of recommendations to ameliorate the problems:[178]

- The distribution of students of color throughout the system, but with the provision of ethnocultural activities;
- The offering of "how to rent" training sessions; and
- The improvement of off-campus referral services to match student renters and landlords.

Career Objectives

Though the present study did not include research into job opportunities available for minority students after graduation, it seems important to mention that such opportunities are necessary incentives to stay in school and graduate. It is a concern of students that after graduation there are not a lot of jobs for them.[179] Mr. Naranjo said that there are not as many employment opportunities on the Southern Ute Reservation as they would like to have, and that his tribe is working closely with nearby communities like Durango and Farmington to provide jobs.[180] For college graduates with degrees in fields like engineering or law, as much as the tribe would like to retain them at home, the need for their services on the reservation is simply not there, and they are referred to firms or businesses in the area.[181] He said, however, that most graduates do get jobs somewhere, but to do so they leave home, taking some of the most talented people out of the community.[182]

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175 Letter to William F. Muldrow, Mar. 8, 1993.

176 Yolanda Rossi, *Transcript*, p. 54.

177 *Transcript*, pp. 216–17.

178 "Improving Retention of Native American Students," Apr. 15, 1992.

179 Eugene Naranjo, *Transcript*, p. 60.

180 Ibid.

181 Ibid., p. 61.

182 Ibid.

3. Adams State College

College History, Setting, and Affirmative Action Policy

Adams State College (ASC), named after William "Billy" Adams, a former State senator and Governor of Colorado, opened June 15, 1925, as a normal school offering a bachelor of arts degree in education. It maintains its role in teacher education throughout southern Colorado, and now offers bachelor of science, bachelor of arts, master of arts, and associate degrees in selected preprofessional programs of study.[1] The college affirmative action policy affirms that there is no place in its academic community for discrimination based on race, creed, sex, or ethnic background. It states also that it will use its influence to discourage such discrimination on the campus and in the community.[2]

The college is located in Alamosa, Colorado, and situated in Alamosa County in the San Luis Valley, a largely rural area the size of the State of Connecticut. Alamosa County and four contiguous counties (Conejos, Costilla, Huerfano, and Rio Grande) have a total population of 41,039 which is 47 percent Hispanic.[3] It is also in the proximity of Native American populations in northern New Mexico, Colorado, and Arizona. Economically, the San Luis Valley is one of the more impoverished areas in the United States.[4] Only 30 to 35 percent of the high school graduates go on to college, with an even lower number of those who are Hispanic continuing in higher education.[5]

Enrollment, Persistence, and Graduation Rates

Total enrollment at ASC has grown steadily through the years and, in 1992, was about 2,500 students.[6] As seen from data in table 3.1, the proportion of minority students enrolled at ASC has varied little since 1985, remaining within three points of 30 percent. The number and proportion of Native American, black, and Asian students is quite small, with little noticeable pattern of change through the years, except that there has been a small but steady increase in the proportion of Native Americans in the student body. By far, the largest minority group at ASC is Hispanic, which has remained consistently close to 25 percent of the student body since at least 1985. This proportion is considerably below that of the 47 percent Hispanic population in the general area, but double the 12.9 percent Hispanic representation in the State's total population (table 1.8).

As well as being the predominant minority group on campus, Hispanic students also have the highest persistence rate as shown in table

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1 Adams State College, *General Catalog; 1990–1992,* p. 9.

2 Ibid., p. 29.

3 Bureau of the Census, *1990 Census of the Population, Summary of Population and Housing Characteristics: Colorado,* Publication 1990 CP H-1-7, table 3, pp. 18–27.

4 Transcript of the proceedings of the Colorado Advisory Committee to the U.S. Commission on Civil Rights fact-finding meeting held in Durango, CO, Mar. 4, 1993 (hereafter cited as *Transcript*), Lawrence Gomez, dean of student affairs, Adams State College, p. 32.

5 Ibid., pp. 32–33.

6 Lawrence Gomez, *Transcript,* p. 45.

TABLE 3.1
Undergraduate Student Enrollment at Adams State College by Race and Ethnicity, Fall Semesters 1985-1991

	1985		1986		1987		1988		1989		1990		1991	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Native Amer.	14	0.8	15	0.8	22	1.2	29	1.4	34	1.6	34	1.6	49	2.2
Non-Hisp. black	39	2.3	41	2.3	36	1.9	48	2.4	33	1.6	49	2.2	43	2.0
Asian	13	0.8	18	1.0	20	1.1	22	1.1	28	1.3	25	1.1	11	0.5
Hispanic	445	26.7	460	25.3	451	24.0	456	22.5	497	23.8	514	23.5	577	26.1
Total minorities	511	30.6	534	29.4	529	28.1	555	27.4	592	27.8	622	28.5	680	30.8
Non-Hisp. white	1,150	68.9	1,271	70.0	1,340	71.2	1,461	72.0	1,518	71.4	1,552	71.0	1,518	68.7
Nonres. alien	9	0.5	10	0.6	13	0.7	12	0.6	15	0.7	12	0.6	12	0.5
Totals	1,670	100.0	1,815	100.0	1,882	100.0	2,028	100.0	2,125	100.0	2,186	100.0	2,210	100.0

Source: Wayne Farley, dean of academic services, Adams State College, Oct. 30, 1992.

3.2. For example, 51.8 percent of Hispanic students in the fall entering class of 1986 remained in school at ASC after 4 years, or had transferred and were enrolled elsewhere in Colorado, a figure slightly exceeding that for white students and much higher than any other racial or ethnic group. Lawrence Gomez, dean of students, said that approximately 60 percent of the freshman class at ASC returns after the first year, and approximately 41 percent stay until graduation. He reported that this compares with 40 percent nationwide who stay until graduation. The retention rates for minority and Caucasian students are quite comparable at ASC, about 1 percent lower for minorities than for Caucasians.[7]

Mr. Gomez stated that when students enroll at ASC, the school's particular concern is that they end up being graduates. Each freshman is given a facsimile degree to hang on the wall and asked to say each morning, "I am one day closer to receiving that goal."[8] He expressed pleasure that graduation rates for minorities compare favorably with their proportion in the student population. However, data in tables 3.1 and 3.4 show that in most years, the proportion of minority graduates is below their percentage in the student body. The year-2000 minority graduate rate goal set for ASC by the Colorado Commission on Higher Education is 21.7 percent (table 1.12), a figure which ASC has consistently exceeded since 1989 (table 3.4). Table 3.3 also shows that, as is true statewide and across the Nation, only a small percentage of students at ASC graduate within 4 years, or even 6 years. The percentage of minority students who finish within this time is even smaller. Tables 1.10 and 3.3 show some comparisons between graduation rates at ASC and at Colorado public institutions of higher education for the State as a whole. For example, at ASC, 17.2 percent of all first-time, full-time students in the entering class of 1986 graduated within 4 years, but only 4.8 percent of Hispanic students in that class did so. These figures for ASC compared with 19.8 percent for all students who graduated within 4 years statewide and 10.7 percent for Hispanic students throughout the State who graduated within this time. Hispanic students in the entering class of 1987 at ASC did much better than in the entering class of 1986. In that class, the percentage of Hispanic students at ASC who graduated in 4 years increased to 11.4 percent, exceeding the figure of 10.6 percent for Hispanic students in that class statewide who graduated in 4 years. In succeeding classes, 4-year graduation rates of Hispanic students at ASC continually increased, so that for the entering class of 1989, the rate was 13.4 percent, exceeding that for white students at ASC and for Hispanic students in institutions statewide.[9] Numbers of black, Asian, and Native American students enrolled, and of those who graduated, are too small to make valid comparisons.

Student Recruitment

Wayne Farley, dean of academic services, said that ASC takes an aggressive approach to recruitment and makes a special effort to maintain statewide representation by seeking students from throughout the State, but it also targets out-of-State cities such as Albuquerque and Phoenix.[10]. ASC school administrators meet annually to discuss recruitment

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7 *Transcript*, p. 47.

8 Ibid., p. 34.

9 In a June 21, 1994, letter to William F. Muldrow, Dean Lawrence Gomez noted that statistics for minority students are more impressive after the fourth year. He said that Hispanic students, of whom nearly 100 percent require financial assistance, typically cannot complete a baccalaureate degree within a 4-year period because of financial obligations, not only for their education, but also for their families.

10 Interview with William F. Muldrow, Oct. 30, 1992,

TABLE 3.2
Persistence/Completion Rates for First-Time, Full-Time Students Entering Bachelor Programs at Adams State College

ENTERING FALL CLASS

Ethnicity	1986 Total no. students	1986 Percent after 4 yrs.	1986 Percent after 5 yrs.	1986 Percent after 6 yrs.	1987 Total no. students	1987 Percent after 4 yrs.	1987 Percent after 5 yrs.	1987 Percent after 6 yrs.	1988 Total no. students	1988 Percent after 4 yrs.	1988 Percent after 5 yrs.	1988 Percent after 6 yrs.
Black	10	20.0	10.0	10.0	5	30.0	60.0	–	11	19.2	–	–
Native American	10	40.0	30.0	40.0	10	30.0	30.0	–	10	20.0	–	–
Asian	4	25.0	0.0	25.0	8	62.5	37.5	–	8	87.5	–	–
Hispanic	83	51.8	45.8	49.3	88	40.9	43.2	–	63	52.4	–	–
White	258	51.2	53.1	53.1	295	53.9	52.2	–	327	53.5	–	–
All[2]	365	49.9	49.0	50.4	409	50.4	49.4	–	422	51.9	–	–

[1] Persistence/completion rates include students who were still enrolled at Adams State College or some other Colorado public institution of higher education, or who completed their baccalaureate degree.

[2] Totals for all students in entering fall classes includes those whose race/ethnicity was not reported, and nonresident aliens.

Source: Compiled from information provided by the Colorado Commission on Higher Education, January 1994.

TABLE 3.3
Graduation Rates for First-Time, Full-Time Students Entering Bachelor Programs at Adams State College[1]

ENTERING FALL CLASS

Ethnicity	1986 Total no. students	1986 Percent after 4 yrs.	1986 Percent after 5 yrs.	1986 Percent after 6 yrs.	1987 Total no. students	1987 Percent after 4 yrs.	1987 Percent after 5 yrs.	1987 Percent after 6 yrs.	1988 Total no. students	1988 Percent after 4 yrs.	1988 Percent after 5 yrs.	1988 Percent after 6 yrs.	1989 Total no. students	1989 Percent after 4 yrs.	1989 Percent after 5 yrs.	1989 Percent after 6 yrs.
Black	10	10.0	10.0	10.0	5	0.0	40.0	40.0	11	0.0	18.2	–	7	14.3	–	–
Native Amer.	10	10.0	20.0	30.0	10	0.0	20.0	20.0	10	0.0	20.0	–	8	–	–	–
Asian	4	–	–	–	8	12.5	37.5	37.5	8	25.0	62.5	–	9	22.2	–	–
Hispanic	83	4.8	22.9	32.5	88	11.4	25.0	33.0	63	11.1	27.0	–	75	13.4	–	–
White	258	22.1	38.7	42.2	258	16.6	34.3	41.7	327	25.0	30.3	–	328	11.9	–	–
All[2]	365	17.2	33.4	38.4	409	14.9	32.0	39.2	422	13.7	29.7	–	432	12.3	–	–

[1] Includes students who transferred to other institutions before receiving their degree.

[2] Totals for all students in entering fall classes includes those whose race/ethnicity was not reported, and nonresident aliens.

Source: Compiled from information provided by the Colorado Commission on Higher Education, January 1994.

TABLE 3.4
Bachelor Graduates at Adams State College by Race and Ethnicity, 1983-1992

	Black		Native American		Asian		Hispanic		Nonres. alien		All minorities[2]		White		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1983	8	3.6	0	0.0	2	0.9	44	19.6	1	0.4	55	24.4	170	75.6	225	100.0
1984	6	2.9	0	0.0	0	0.0	50	23.9	2	1.0	58	27.8	151	72.3	209	100.0
1985	1	0.5	0	0.0	0	0.0	40	19.1	1	0.5	42	20.0	168	80.0	210	100.0
1986	4	1.8	0	0.0	1	0.5	49	22.5	0	0.0	54	24.8	164	75.2	218	100.0
1987	3	1.4	0	0.0	0	0.0	47	21.6	2	0.9	52	23.9	166	76.2	218	100.0
1988	4	1.7	1	0.4	1	0.4	37	15.8	0	0.0	43	18.4	191	81.6	234	100.0
1989	10	3.7	0	0.0	2	0.7	64	23.4	2	0.7	78	28.4	197	71.6	275	100.0
1990	1	0.4	3	1.0	6	2.1	60	20.8	2	0.7	72	25.0	216	75.0	288	100.0
1991	3	1.2	1	0.4	2	0.8	66	26.2	2	0.8	74	29.4	178	70.6	252	100.0
1992	6	2.2	6	2.2	0	0.0	44	16.2	4	1.5	60	22.3	212	77.9	272	100.0

[1] Total of summer, spring, and fall semesters.
[2] Including nonresident aliens.

Source: Wayne Farley, dean of academic services, Adams State College, Oct. 30, 1992.

strategy.[11] Special emphasis is placed on minority recruitment in high schools within the region, as well as in Indian populations of northeastern Arizona, southwestern Colorado, and northern New Mexico.[12] Mr. Gomez said that because ASC does not have all of the wonderful surroundings of other Colorado institutions to attract minority students, it must assure that this is compensated for by being receptive to their needs.[13] A more intensive recruitment effort is conducted in the San Luis Valley than elsewhere. As part of this effort, meetings are held in school districts and information supplied on admissions and scholarships. Followup is conducted with students who express interest at these meetings.[14]

ASC low-income and minority recruitment efforts are also affected by the school's use of the admissions "window," through which the CCHE allows up to 20 percent of students to be admitted under standards that are lower than those normally required. ASC uses the window for only 8 to 10 percent of the students it admits, because it requires students from the rural San Luis Valley area, who may be unable to meet normal academic requirements, to seek a place in its 2-year college program, or to attend a community college elsewhere, before applying later for the ASC 4-year bachelor program when their academic qualifications allow it.[15]

Despite local recruitment efforts, fewer than 35 percent of ASC students come from the San Luis Valley.[16] However, over 60 percent of the school's students come from rural areas and small towns. Eighty-two percent of those enrolled are Colorado residents, and 18 percent are from out of State, including 11 percent from New Mexico. Most of the rest come from the surrounding States with a few from other parts of the country.[17] Many students who enroll at ASC come expecting to transfer to larger institutions to complete professional degrees in such areas as medicine, law, nursing, engineering, and agriculture.

Special effort is made to contact parents in the recruitment effort to help them understand the benefits of education for their children and to inform them of the support system available to their sons and daughters.[18] Two retreats are held during the summer to which parents and students are invited to live in the residence halls, eat the school's food, and meet the faculty and administrators.[19]

A mother-daughter program sponsored by the college and designed for both recruitment and retention purposes has been highly successful. The mother and daughter move through the system together as a team, helping each other, and this has created a positive change in the attitudes both have toward their education.[20]

Financial Concerns

Mr. Farley deplored what he called the "deterioration of Federal financial aid of

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11 Ibid.

12 Ibid.

13 *Transcript*, pp. 34–35.

14 Ibid.

15 Wayne Farley, telephone interview with William F. Muldrow, June 13, 1994.

16 Lawrence Gomez, *Transcript*, p. 45.

17 Ibid.

18 Ibid., pp. 35, 36.

19 Ibid., p. 37.

20 Wayne Farley, interview Oct. 30, 1992; and Lawrence Gomez, *Transcript*, p. 34.

students from grants to loans."[21] Like all public institutions of higher education in Colorado, it is expensive to attend ASC. Data in table 2.6 shows that for in-State students, tuition, room and board, health insurance, and mandatory fees amount to $5,421 for the current year. In the 1991–92 academic year, books and supplies, personal expenses, and transportation added another $2,256.[22] And the cost of going to school at ASC normally increases at the rate of 4 to 7 percent each year.[23]

Over 80 percent of ASC students require financial aid and over the 4- to 6-period, or longer, that it takes most students to graduate, a substantial debt load can be incurred.[24] The majority of minority students at ASC are first generation college students, and it is difficult for their parents to consider the accumulation of such a heavy debt by the time their children finish their studies. Dean Gomez said that, in speaking with parents about their children going to college, many point out to him that by the time their son or daughter finishes an undergraduate degree, they will have a greater debt than their parents do. "It is a hard line to sell," he said.[25] Dean Farley said the cruel irony of it is that students who drop out before graduation still have the debt, but with less chance of repaying it than if they had received a degree.[26] Furthermore, the paperwork involved in applying for any financial aid is extensive. The enormous amount of effort required to qualify is very frustrating to students. To add to the frustration, the application may be delayed because parents have not filed their income tax returns on time, a task with which they may need some help themselves.[27]

Student Support Systems

Mr. Gomez said that, despite success in minority recruitment and retention, which are both seen as part of the same process, ASC has no magic formulas.[28] The message is conveyed to incoming students that, once recruited, they are expected to graduate.[29] Many students come from rural areas that are specifically targeted in recruitment efforts, and Mr. Gomez said that such incoming students often need extensive support services.[30] Experience has shown that unless the needs of students, especially minority students, are taken care of during the first or second week of the school year, they will leave.[31]

ASC is surrounded by Hispanic communities where families are encouraged to share their homes and add to the comfort level of students during these critical first 2 weeks when they may be homesick.[32] Mr. Gomez said that the living environment is critical to the retention of minorities and that the school

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21 Interview Oct. 30, 1992.

22 "Student Financial Aid: A Guide for New Students," Adams State College, 1992–93.

23 Ibid.

24 Lawrence Gomez, interview with William F. Muldrow, Oct. 30, 1992.

25 *Transcript*, p. 35.

26 Interview with William F. Muldrow, Oct. 30, 1992.

27 Lawrence Gomez,. *Transcript*, p. 37.

28 *Transcript*, pp. 31–32.

29 Ibid.

30 Lawrence Gomez, interview with William F. Muldrow, Oct. 30, 1992.

31 Lawrence Gomez, *Transcript*, p. 39.

32 Ibid., p. 29.

has strict policies against harassing students because of their racial or ethnic background. He said that racial incidents on campus are extremely rare.[33]

ASC makes known that it is the duty of everyone in the entire institution to assume that students are respected and cared for.[34] The role of the faculty in retention efforts is especially emphasized.[35] Mr. Gomez said, however, that the school does not have a sufficient number of minority faculty members for the number of minority students on campus. Of the school's 97 faculty members, 13 (13 percent) are from minority groups.[36] This translates to 1 minority faculty member for every 52 minority students. Of 54 administrators at ASC, 17 (31 percent) are minority group members.[37] This amounts to 1 minority administrator for every 40 minority students. Despite the numbers, Mr. Gomez said that success in the retention of minority students is primarily due to the hard work of minority faculty and staff who also serve as role models.[38] Teaching is stressed over research at ASC and 68 percent of the faculty hold Ph.D.s. The school's motto is, "Quality education with a personal touch."[39]

ASC provides tutorial assistance at its Academic Enrichment Center, which is federally funded and designed primarily for students who come from low-income areas, with the needs of minority students specifically targeted.[40] To avoid stigmatizing minority students, eligibility to participate in the center has been extended to all students.[41] Not all participants are marginal students. Many participate because they simply want to do well. Approximately 500 students, most of whom are minorities, participate in the program each semester, and about 25 percent of those who graduate have used the center.[42]

There is a Native American organization on campus, two Hispanic organizations, and two black organizations. Special effort is made to get minority students involved in these organizations as quickly as possible.[43] Mr. Gomez said, however, that minority students do not bunch together in these organizations, as many Anglo and Hispanic students belong to the Hispanic organization. The same, he said, is true of the black and Native American organizations.[44]

ASC also has an academic advisement center, that provides intensive care to minority students and assigns a faculty advisor to each of them in the beginning weeks to make sure they have an opportunity to express their problems.[45] A policy of intrusive advising requires students to participate in the advisory program. Mr. Gomez said that this mandate

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33 Ibid., p. 33.

34 Ibid., p. 37.

35 Ibid.

36 Ibid., p. 44.

37 Ibid.

38 Ibid.

39 Lawrence Gomez, interview with William F. Muldrow, Oct. 30, 1992.

40 Lawrence Gomez, *Transcript*, p. 43.

41 Ibid.

42 Lawrence Gomez, interview with William F. Muldrow, Oct. 30, 1992.

43 Lawrence Gomez, *Transcript*, p. 39.

44 Lawrence Gomez, interview with William F. Muldrow, Oct. 30, 1992.

45 Lawrence Gomez, *Transcript*, p. 29.

is resented because students want to be treated as adults, but after receiving the services they appreciate them.[46] A peer counseling program is also in effect whereby incoming minority students are assigned to volunteer upper level minority students to guide them through their traumatic freshman year.[47] Roommates are provided "alert cards" to send counselors if a student displays signs of problems, such as not getting out of bed, homesickness, absence from class, or making undue trips back and forth to home.[48]

All freshman, especially minorities, are provided an "opportunity" to visit with the dean of students in order to talk about their personal needs.[49] The dean also intervenes with parents to explain that the success of their sons and daughters in school requires consistent class attendance, which is not possible if they must miss school to help with family matters.[50] The school's policy is to send out midterm grades, and students with grades below a C are required to visit, not only with the professor of the particular course, but also with their academic advisor.[51]

Career counseling is mandatory at ASC for every freshman, a majority of whom come without knowing what they want to do with the rest of their lives.[52] The career counseling program provides the opportunity to discuss this concern with another adult, plan for a career, and receive an explanation as to the relevance of particular courses. In the sophomore year, career objectives are explored further and visits made to prospective employers.[53]

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46 Ibid., p. 48.

47 Ibid. p. 32.

48 Ibid., p. 31.

49 Ibid., p. 42.

50 Lawrence Gomez, interview with William F. Muldrow, Oct. 30, 1992.

51 Lawrence Gomez, *Transcript*, p. 41.

52 Ibid., p. 39.

53 Lawrence Gomez, interview with William F. Muldrow, Oct. 30, 1992.

4. Findings and Recommendations

Finding 1

Fort Lewis College has stated its determination to reflect its ethnic and regional heritage in its student body. Though ethnic and racial minorities make up 15 percent of the student body, two-thirds of them are Native Americans. Hispanic students account for less than 4 percent of the school's enrollment, and most of these come from middle or upper income families and from academically elite schools in Denver. Few Hispanic students use existing academic support services provided by the college.

Recommendation 1.1

Fort Lewis College should use the 20 percent admissions "window" allowed by the Colorado Commission on Higher Education to admit "at-risk" students from rural communities in southern Colorado that have high Native American and Hispanic concentrations.

Recommendation 1.2

Adequate staff should be provided for the Hispanic and Native American student centers, and incoming high-risk students should be motivated to use these and academic support services provided by the college.

Finding 2

Fort Lewis College is well on the way to meeting its year-2000 minority graduation rate goal set by the Colorado Commission on Higher Education. However, well over half of the school's minority graduation rate is achieved by its large enrollment of Native Americans, most of whom come from out of State. Barely 5 percent of FLC graduates are Hispanic, black, or Asian.

Recommendation 2.1

Fort Lewis College should maintain its efforts to graduate Native Americans, and should increase the graduation rates of black, Asian, and Hispanic students to more closely match the high school graduation rates of these racial and ethnic groups in its service area, by increased enrollment of students from these groups, and by gearing the school's retention support programs to their needs.

Recommendation 2.2

The Colorado Commission on Higher Education should revise the minority graduation rate goals set for Colorado public institutions of higher education to assure that goals for each institution reflect the diversity of racial and ethnic high school graduates in their service areas.

Finding 3

The persistence rates, and the 4- and 6-year graduation rates for Native Americans at FLC are below those of any other racial or ethnic group, and are approximately half of those for Native American students statewide. Despite commendable retention programs implemented by the college, overall coordination of these programs, and total commitment to them by faculty and administration, is perceived by some faculty and students to be lacking.

Recommendation 3

The administration of Fort Lewis College should strongly and publicly proclaim its commitment to the ethnic and racial diversity of its student body and faculty, and place in high priority a holistic, comprehensive, and adequately financed retention program that enlists the support and help of the student body and the participation of each individual member of the faculty and staff.

Finding 4

Despite commendable efforts to recruit minority faculty by FLC and notable results from its efforts, the number of such faculty is insufficient to provide the role models and sensitive support necessary for the success and reten-

tion of minority students. Faculty members who have firsthand knowledge of the language and culture of many of their students are in short supply, with the result that the values, culture, and history of ethnic minorities are neglected in instructional programs. The school has no comprehensive cultural sensitivity training program for faculty, and such a program would be resisted by some faculty members if offered.

Recommendation 4.1
FLC should continue its efforts to recruit full-time minority faculty. To partially compensate for their underrepresentation, it should increase its use of part-time and visiting faculty, especially those with expertise in Hispanic and Native American history and culture.

Recommendation 4.2
History, language, and social science courses at FLC should include the contributions, diversity, and values of ethnic groups of the southwestern United States.

Recommendation 4.3
Sensitivity training in understanding the culture and values of racial and ethnic minority groups within the student body should be mandatory for all FLC faculty.

Finding 5

The dropout rate of incoming racial and ethnic minority students is especially high during the first weeks of the school year, in part because these students face severe adjustments to culture and environment different from those in their home communities. Peer counseling and intrusive advisory and outreach orientation programs recently begun by FLC are valuable in helping students adjust to their new situation. However, they fall short of meeting the special needs of many incoming students in making the transition from reservation and other rural communities.

Recommendation 5.1
FLC should enlarge its peer counseling and intrusive advisory programs so that all incoming students are assigned an advisor and peer counselor at registration who take the initiative in seeking out and resolving their problems.

Recommendation 5.2
To increase present support, FLC should encourage parents of high-risk students from rural areas to participate in the orientation and registration process, and it should provide accommodations for those who do.

Recommendation 5.3
To maximize the mutual support of peers, FLC should assure that the living arrangements of incoming students allow them free association with members of their own racial and ethnic groups.

Recommendation 5.4
To assist Native American students from the reservation in making the transition to college, and to enable them to build self-confidence, FLC should develop short-term programs by which academic success can be recognized within the first few weeks of school.

Finding 6

Despite efforts by FLC to promote understanding and acceptance of students from all racial and ethnic backgrounds, unfortunate racial tensions and incidents manifesting overt racial prejudice surface from time to time, causing distress and discomfort for many students. There are also reports of racial discrimination by landlords and businesses in Durango.

Recommendation 6.1
FLC should make known in the strongest possible terms that discrimination and harassment against racial and ethnic students will not be tolerated. Through its committee on diversity, it should continue to promote sensitivity and understanding of cultural and racial differences among students and faculty. It should develop a process that encourages students to report incidents of prejudice and harassment, and take prompt action to remedy problems of discrimination.

Recommendation 6.2
FLC should take the initiative in establishing ongoing communication and cooperation with community leaders in the alleviation of discrimination or mistreatment of racial and minority students in Durango. Incidents of alleged housing discrimination should be reported promptly to the Colorado Civil Rights Division, or to the Office of Fair Housing and Equal Opportunity of the U.S. Department of Housing and Urban Development in Denver.

Finding 7
Inadequate academic preparation for college is a problem for some students from reservations and other rural communities who enroll at FLC. Remedial programs provided by the college to correct deficiencies are perceived by some to be demeaning and stigmatizing. Summer conferences and college preparatory courses offered by the school may be geared more to motivating and preparing students for scientific and research careers, rather than to rectifying academic deficiencies. The management of study time is also a problem for some students in making the transition from high school requirements to those of college.

Recommendation 7.1
FLC should work closely with reservation schools, and those in other rural areas, to encourage improved instruction in writing, mathematics, and other college preparatory courses. Where possible, and when invited to do so, it should provide technical assistance in the development of relevant curriculum and improved teaching methods.

Recommendation 7.2
Precollege summer programs at FLC should be expanded, specifically to bolster the academic preparation of at-risk students.

Recommendation 7.3
Precollege summer programs offered by FLC should include a course in study skills. A seminar on this subject should be offered at the time of orientation for those students who do not take advantage of the summer course.

Finding 8
Increasing costs of college, and the reduced availability and changing nature of financial aid, present special problems for students from low-income families who are often racial or ethnic minorities. The tuition waiver for Native American students at FLC is a great assistance to them, but not sufficient to enable many students to attend school there. The waiver is a source of much misunderstanding and resentment by some non-Indian students who believe Native American students get a free ride. Though some Indian tribes provide scholarships for their students, others provide little or no help, yet some financial aid administrators fail to distinguish the difference in levels of support provided for Native American students. Late payments by tribes of scholarship money for students is a problem dealt with by FLC through a voucher system, but poor money management by some students once the money is received continues to be a problem.

Recommendation 8.1
School administrators should continually educate the student body and faculty regarding the historical and legal background of the Native American tuition waiver and the important place it has in the education of Native American students.

Recommendation 8.2
A seminar in money management during the orientation program and the submission of an annual financial budget should be required of all FLC students who receive financial assistance.

Finding 9
Foreseeable opportunities to use their college education in getting a job on the reservation or elsewhere is an important factor in motivating Native American and other students to attend college and continue to graduation.

Recommendation 9.1
FLC should make career counseling mandatory for all incoming students, with such

a program continuing throughout the students' academic careers.

Recommendation 9.2
In cooperation with Indian tribes, governmental agencies, and private business enterprises, FLC should develop and sponsor a summer internship program to enable students to explore and gain work experience in line with their career interests.

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